



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**NATIONAL INSTITUTE FOR EMPOWERMENT OF
PERSONS WITH MULTIPLE DISABILITIES (NIEPMD)**

**EAST COAST ROAD, MUTTUKADU, KOVALAM (PO) CHENNAI
603112**

<https://niepmd.tn.nic.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Ministry of Social Justice & Empowerment, Department of Empowerment of Persons with Disabilities, Govt. of India is working and aiming for the empowerment of persons with disabilities since its commencement. This ministry is serving the disabled through its seven delivery models. These are conducting awareness, sensitization and HRD programs, undertaking research & development, providing assistive devices and livelihood for persons with disabilities (PwD) in the year 1980 which reinforces the idea of serving disabled. The United Nation declared decade for disabilities (1982-1992), which led to the advent of the most of the National Institutions. These Institutes started earlier, were working for the persons with Disabilities of different individual categories (single disabilities). The decade between 1993-2002 was declared as the Asia Pacific decade of the disabled persons. Further extended as extension of Asia Pacific decade for the disabled 2003-2013.

This decade led to the emergence & proposal of the PwD (1995) Act and the National Trust (1999) Act in India. After the proposal of National Trust Act (1999), focus was given to Persons with Multiple Disabilities and there arose a need to start a National Institute exclusively for Empowerment of persons with Multiple Disabilities. To achieve the focus given above, National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) came in to an existence in the year 2005. The Institute is situated in a beautiful ambience on East coast road (ECR) Muttukadu, Chennai, which is 35 kilometers away from the Chennai Central station. Since the commencement in 2005 the services for Persons with Disabilities for single as well as Multiple disabilities as NIEPMD has been given on an outpatient basis through a multi-disciplinary team model, besides the cottage services and extension services.

The Census 2011, of India enumerated data on eight types of Disabilities, including first time entry of multiple disabilities. This data gave a picture of prevalence of multiple disabilities in the country and guide path to NIEPMD in planning various services of rehabilitation for this group of society, census data, 2011 on disability shows that there are 2.68 crore persons are with disabilities in India, which constitute 2.21% of the total population, out of which 21.16 lakhs belong to the category of multiple disabilities. One of the objectives is to ensure all human rights to disabled persons especially to those who need more intensive support i.e. persons with multiple disabilities.

Vision

The persons with Multiple Disabilities have equal rights to lead a better quality of life. This may be enabled with committed professionalism, accessible environment, equal opportunities, positive attitudes and appropriate, affordable, acceptable and available technological interventions.

Mission

To provide need based comprehensive rehabilitation through team approach facilitating inclusion, ensuring

empowerment of persons with Multiple Disabilities and their families and by substantiating field based research and development of human resources.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institute being a National body

The expertise of the faculties

Having multi-discipline faculty under one roof

Institutional Weakness

Requirement of regular faculty and supporting staff

Institutional Opportunity

Being a pioneer in the Multiple Disability Rehabilitation, the department foresees the available resources as its biggest opportunities

Institutional Challenge

To provide an effective quality of education

To provide good quality of services to PwDs and their family members

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects in education, is the essential ingredient of any education system regardless of the education level. All other aspects such as teaching, learning and evaluation or research and development, infrastructure and learning recourses, student activities and support system revolve around it. Curriculum may be defined as "All the learning which is planned and guided by the school, which is carried out in groups or individually, inside or outside of school." Curriculum aspects involves in the following manner such as 1. Diagnosis of needs, 2. Formulation of objectives, 3. Selection of content, 4. Organization of content, 5. Selection of learning experiences, 6. Organization of learning experiences and 7. Determination of what to evaluate and of the ways and means of doing is being followed in the colleges of NIEPMD.

In NIEPMD curriculum for HRD trainees provides the fullest knowledge about the subject one has opted for. It

gives them the theoretical and practical aspects as well as the current trends, where NIEPMD primarily focuses on. Equipping the future generations to apply the evolving trends in approaches, technologies and innovative methods are mainly focused during training and rehabilitation of Persons with Disabilities.

Teaching-learning and Evaluation

Teaching-learning and Evaluation Teaching and Learning: Teaching is the process of attending to individual's needs, experiences, feeling and making specific interventions to help them learn particular things in the field of rehabilitation. At NIEPMD denoted time is devoted to the 'What' of teaching- what areas we to cover for the trainees of various colleges, what resources do we need and so on. The 'How' of teaching also gets a great deal of space- how to structure a lesson, manage classes access for learning and so on. In the Teaching learning process make use of information communication technology (ICT), helps them to keep up with the current trends and aids both the teachers and learners to comprehend the academic concepts specially orienting to the field of disability rehabilitation. Evaluation is an ongoing process in the field of rehabilitation; it is the ongoing appraisal of the students learning progress during and after teaching at various college of NIEPMD. The goal of evaluation is to find out if the student has learnt what was taught by the teachers during their period of stay at NIEPMD.

Thus Teaching & Learning is a continuous process throughout their period of stay at NIEPMD for all enrolled HRD trainees. Wherein innovative methods are used to teach and train with more practical experiences as part of their curriculum. Emerging trends in ICT are also being used to train students. Students are encouraged to use and present their topics using the latest Applications.

Research, Innovations and Extension

Innovation ecosystem created in education, health and infrastructure. As per the sustainable development goals these are the measure taken care to improve the quality of life of the students and people with disabilities and multiple disabilities, like good health and wellbeing, quality education, decent work and economic growth, industry, Innovation and infrastructure, partnership for the goals. The quality of life of people with multiple disabilities achieved through quality medication to reduce the seizure disorder with the participation of ministry of AYUSH Homeopath medicines, to reduce the epileptic conditions, constipation, and sleep disorder.

The model school for children with multiple disabilities proposed innovation in teaching to support these children. Research on efficacy of TLM used for children with cerebral palsy, specific learning disabilities, and autism spectrum disorder was sanctioned from ministry of social justice under the department of persons with disabilities. Resources to improve their physical and mobility the institute established Flash-Fit interactive sports lab for children with multiple disabilities. It is improved the children attention, concentration, planning, problem solving ability and eye-hand coordination and also established the adapted sports for children with cerebral palsy.

Under goal of decent work and economic growth also focused to empower the persons with disability in the open employment market as well as the private firm. There are lot of opportunities and acceptance was made through these community awareness and participation. Partnership with local body these persons with disabilities provided awareness creation activities on sexual harassment, POCSO act, women empowerment, anti-ragging committee, anti-ragging cell, and seminars, sessions on mental health aspects etc. the institute keen to increase participatory approach in all the aspects of community involvement of the children as well as their

parents, tree adoption, my tree, my plants, my campus activities are encouraged more than three years from today. The institute created parent recreation cum skill development activity room, to use their time to do income generating activities.

Infrastructure and Learning Resources

National Institute for Empowerment of Persons with Multiple Disabilities situated in 15.2 acres' land on which various infrastructure have been created mainly for services of Persons with Multiple Disabilities. In the main building namely Services and Administrative activities are carried out along with HRD Courses. The main building (G+ 3 floors), comprises of OPD services, Therapeutic intervention rooms, Assessment & consultation rooms, class rooms, library & internet services in the second floor and administration block in the third floor. In the adjacent building, the Model Special School for persons with Multiple Disabilities is functioning. It comprises of various class rooms meant for different types of disabilities such as Early childhood, Autism Spectrum Disorder, Deafblind and Cerebral Palsy.

as Early childhood, Autism Spectrum Disorder, Deafblind and Cerebral Palsy.

The Women's Hostel (209 students), Guest House, staff Quarters, Canteen, Director's Bungalow, are part of the campus in NIEPMD. As a national institute Barrier free environment facilities provided for the Persons with Disabilities to access the entire campus with maximum accessibility. It has all the barrier free features such as Ramp, Handrail, Tactile flooring, signage's, wash room accessibility, anti-skid floor etc. The need for creation and enhancement of infrastructure maintenance, every year NIEPMD puts up the proposal to the DEPwD with proper justification. Based on the initiation of new course and HRD activities by the various department of NIEPMD, requirement for Class room, equipment and other facilities proposal being submitted to the Executive Council of NIEPMD.

In NIEPMD Department of Information and Documentation (Library) procure the latest books and journal catering to the need of HRD trainees based on the requirements of each courses. Currently Library has more than six thousand books. In addition to these 200 back journals and 20 current journals to make the students get updated on current trends and techniques. Library also has got computer facilities with unlimited internet usage, to support students to download the required subject related details and information.

Student Support and Progression

Students progression: The purpose of the institutional human resource programme is to provide appropriate instruction and selected services to enable the student to perform academically at the expected level. In recognition to the wide range or diverse needs of students it is made as a mandate to facilitate them in all ways and provide them an opportunity to succeed and achieve in distinct manner. At NIEPMD students' profession is ensured by providing them feedback regarding their clinical work, academic performances- through internal assessments following which guidance is provided. In this process they also get opportunities to work with family members and individual with disabilities. It is assured that there is a considerable change in the student's personality, positive changes in their attitudes from their entry level to exit level.

Governance, Leadership and Management

The MSJE, GOI has established 9 National Institutes since 1980's across the country to serve as National Resource Centres for the respective Persons with disabilities. One such institute is NIEPMD- Chennai established in the year 1995 with an objective to serve individuals with Multiple Disabilities.

NIEPMD Governance is the aspect of leadership, decision making, attending to culture, and accountability towards management is well reflected in its Vision and Mission of the Organization. NIEPMD an autonomous body is guided by General Council (GC) and Executive Council (EC) comprising of Secretary-IAS, Joint Secretary – IAS, Under-secretary from Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment – New Delhi. Institutes strategic plans, expansion, inclusion, administrative set-up, appointments, service rules, academic activities are approved by the EC & GC. Based on its administrative & financial recommendations the specified activities are carried out. Thus the action taken report are periodically updated in the following EC & GC. Also to have a better governance the minutes of the meeting were circulated among the concerned officials for necessary plan of action.

Also to record that as an effective leadership mechanism regular meeting are held by the competent authority to take hold of the stakeholder's view. As and then required committee were formed to execute any given task for the development of the institute. Subject concerned opinion are taken at any point of decision making and execution of work. During this process feedback mechanism and action taken report were reviewed regularly. All the said activities were documented and kept in public domain for comments and review in any activities pertaining to the empowerment of persons with disabilities and their HRD trainees.

Also to record that all the activities of the institute are documented in the annual report of the respective year with the approval of Joint Secretary- DEPwD/ Chairperson of Executive Council and Secretary - DEPwD / Chairperson of General Council.

Institutional Values and Best Practices

The ideation framework of NIEPMD is provided in the vision, mission, strategy and quality policy. The framework of NIEPMD is led by a vision - persons with multiple disabilities have equal rights to lead a better quality of life. This process is enabled with committed professionalism accessible environment, equal opportunities, positive attitudes and appropriate affordable, acceptable and available technological interventions. Its vision is to provide need based comprehensive rehabilitation through team approach facilitating inclusion, ensuing empowerment of persons with multiple disabilities and their families and by substantiating field based research & development of human resources. Overall upholding a value statement of promoting quality of life for persons with multiple disabilities through equal participation of persons with disabilities, families, professionals and community agencies. In this exercise NIEPMD also explains the successful rehabilitation of some of the clients who after obtaining sufficient period of various types of training, who in turn gained successful, meaningful and gainful employment. Above all inclusion policy by including all person with disabilities irrespective of severity, gender, and place of living is taken on priority.

Being a disability rehabilitation institution at every process student's trainings of future generation are given chance to get involved in all aspects of empowerment. Every teacher assigned for the said course tries their best to incorporate the role of trainees in supporting persons with disabilities with quality education in-order to achieve positive changes in students' academic behaviour. The present chapter expresses the quality of education provided to students of all the courses. Two instances have been spelt out about the BEST PRACTICES practiced at NIEMPD.

One of the salient features of NIEPMD in involving student trainees is participation in community outreach programme. Every college of NIEPMD make it a point for community inclusion in their curriculum in addition to class room teaching. Thus students undergoing education at NIEPMD have a value added orientation and attitude towards disability and role of community promotion.

Allied Health Sciences Part

Rehabilitation of Persons with disabilities is the State Subject, which appear in the Seventh Schedule of the Constitution of India. At the apex level, the Union Ministry of Social Justice and Empowerment initiates various policies and schemes for the up-liftment and Empowerment of persons with disabilities.

NIEPMD provides the best opportunities to students and interns to learn the rehab services with utmost care. The faculties have best experience and they transfer their expertise to the students and interns. All the departments are equipped with State of the Art equipment and the emerging trends are followed in the rehabilitation of Persons with Disabilities.

Rehabilitation being a collective work, services related to rehabilitation should be available under one roof. Thus, a person with disability once enters gets all the services required. NIEPMD is one such institute wherein Psychology, Therapeutics, Medical sciences, Special Education and Social work services are provided under one roof and the related Human Resources Development courses are carried out.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE DISABILITIES (NIEPMD)
Address	East Coast Road, Muttukadu, Kovalam (PO) Chennai
City	Chennai
State	Tamil Nadu
Pin	603112
Website	https://niepmd.tn.nic.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Nachiketa Rout	044-27472113	9382934157	-	niepmdhrd@gmail.com
IQAC / CIQA coordinator	K.Balabaskar	044-27472104	9940124537	-	niepmdnaac2022@gmail.com

Status of the Institution	
Institution Status	Government
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		07-07-2005		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Tamil Nadu	Tamilnadu Dr. M.G.R. Medical University	View Document		
Tamil Nadu	Tamil Nadu Teacher Education University	View Document		
Tamil Nadu	University of Madras	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
RCI	View Document	13-04-2023	60	validity period for various programs differs as NIEPMD offers more than one level of programs in more than one discipline
RCI	View Document	13-04-2023	60	validity period for various programs differs as NIEPMD offers more than one level of programs in more than one discipline

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	East Coast Road, Muttukadu, Kovalam (PO) Chennai	Semi-urban	15.2	26274

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEdSplEd,Special Education,Multiple Disabilities	24	UG or PG	English	30	29
UG	BOT,Therapeutics,	54	HSC	English	28	28
UG	BPT,Therapeutics,	54	HSC	English	28	28
UG	BASLP,Speech Hearing And Communication,	48	HSC	English	27	24
UG	BPO,Medical Sciences,Bachelor in Prosthetics and Orthotics	54	HSC	English	20	12
PG	MEdSplEd,Special Education,Multiple Disabilities	24	B. Ed	English	20	7
PG Diploma recognised by statutory authority including university	PG Diploma, Medical Sciences,Early Intervention	12	UG or PG	English	15	10
Pre Doctoral (M.Phil)	MPhil,Clinical Psychology,Clinical psychology	24	PG	English	13	13

Position Details of Faculty & Staff in the College

Self Study Report of NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE DISABILITIES (NIEPMD)

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				7				7			
Recruited	2	1	0	3	3	2	0	5	3	4	0	7
Yet to Recruit	4				2				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	30				50				0			
Recruited	12	15	0	27	24	23	0	47	0	0	0	0
Yet to Recruit	3				3				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

**Self Study Report of NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE
DISABILITIES (NIEPMD)**

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				39
Recruited	23	16	0	39
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				59
Recruited	26	33	0	59
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Self Study Report of NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE
DISABILITIES (NIEPMD)

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	1	0	0	0	0	0	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	0	1	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	2	1	0	0	0	0	6	7	0	16
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	0	0	0	0	0	2
M.Phil.	2	2	0	0	0	0	0	0	0	4
PG	6	5	0	1	0	0	0	0	0	12
UG	0	2	0	3	3	0	0	0	0	8

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	0	0	3
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	13	15	0	0	28
	Female	55	36	0	0	91
	Others	0	0	0	0	0
PG	Male	1	2	0	0	3
	Female	1	3	0	0	4
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	4	0	0	5
	Female	1	4	0	0	5
	Others	0	0	0	0	0
Diploma	Male	3	3	0	0	6
	Female	9	4	0	0	13
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	5	8	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	9	15	6	10
	Female	12	20	24	18
	Others	0	0	0	0
ST	Male	1	6	1	4
	Female	4	11	4	9
	Others	0	0	0	0
OBC	Male	19	22	17	20
	Female	41	66	80	65
	Others	0	0	0	0
General	Male	9	15	15	13
	Female	18	32	19	21
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		113	187	166	160

General Facilities	
Campus Type: East Coast Road, Muttukadu, Kovalam (PO) Chennai	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	No
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	3
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Lift, Ramps, Barrier Free Infrastructure

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	100
* Girls's hostel	2	259
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan), is a national level apex body under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DEPwD), Ministry of Social Justice and Empowerment, Government of India; to serve as a National resource centre for empowerment of persons with Multiple Disabilities such as those with two or more disabilities in a person as per RPWD Act (2016). NIEPMD develops Multi, Trans and Inter Disciplinary models of services to provide quality care through a professional approach in the areas of Prevention, Early Detection, Early Intervention, Inclusive Education, Skill Training, Employment, Assistance, Support for Livelihood, and Rehabilitation of Persons with Multiple Disabilities. We also develop a protocol of Services, which includes Screening, Assessment, Intervention, Management, Research & Development and developing Human Resources in the field of Multiple Disabilities to improve the quality of life for Persons with Multiple Disabilities.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>NIEPMD (D) is taking initiatives to enroll students with Academic Bank Credits. Rehabilitation council of India has clear guidelines on credit scores for renewal of Central Rehabilitation Registration Number (CRR). The students are informed about CRR and ways to register online using RCI portal. Registered members are to obtain 100 credit points for renewal of CRR number to continue as a rehabilitation practitioner. As per UGC guidelines the students are facilitated to obtain credit scores to</p>

	complete course work for their programs.
3. Skill development:	Skill development is a process that aims to improve students skills and productivity. Skill development and related training programs help students to improve their teaching and other emotional & social skills. Skill training included: Interpersonally skill development Work environment skills Sports & Games Skills Soft skill training Life skills training In order to develop professional skills for respected students ICT Skills Skill enhancement programs are a quality initiative taken by the institution to impart beyond curriculum knowledge, skills and values to students. Programmes are: CRE Programme, Webinar/Workshop/Conferences, Short term training Programme & Awareness programme PwDs: The Department of Adult Independent Living (DAIL) of NIEPMD ambitiously introduced an exclusive Skill Training Programme titled 'Domestic Data Entry Operator' for the Persons with Disabilities towards Promotion of Vocational Skills focusing on economic independence. The course was covered under the Scheme for Implementation of Persons with Disabilities Act (SIPDA) and approved by the Skill Council for Persons with Disabilities (SCPwD)
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NIEPMD uses English as the teaching language as students from other states also enroll in the NIEPMD courses. Any how, Faculties also use Hindi and Local language where ever needed.
5. Focus on Outcome based education (OBE):	Some important aspects of Outcome Based Education: Course is defined as a theory, practical, or theory cum practical subject studied in a semester/Non Semester. Course outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally, three or more course outcomes may be specified for each course based on its weightage. Programme is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, cocurricular and extracurricular activities to accomplish predetermined objectives leading to the awarding of a degree. Program outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

6. Distance education/online education:	All the courses are regular modes, hence distance education not required. But during Corona, all the courses continued on online classes for students. After Corona, students again started regular mode classes.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	As per the instructions issued by the UGC, the activities are conducted to students of the various college of the institute.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Awareness activities are coordinated by the faculty members of the college. the students are participated in National level programmes conducted by the Election commission of India.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The students had visited Office of Governor of tamilnadu and participated in sensitization program, the honble governor of tamilnadu has briefed about legislation of the constitution and the role students in future India
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	An Awareness rally on Accessible Elections for Persons with Disabilities has been organized at Pudhucherry on 7th April 2019 by Govt. of Pudhucherry(Election Department), NIEPMD in association with Sathya Special School, Pudhucherry. About 150 participants participated the rally. NIEPMD organized an Awareness program on 9th April 2019 about Election process for Persons with Disabilities, Parents, Staff and Student. The District Administration of Kanchipuram deputed Election officials briefed about the importance of voting, demonstrated the function of Voting machines, Voter Verified Paper Audit Trail (VVPAT) and how to vote in Electronic Voting Machines(EVT). About 100 participants including Parents, PwDs, Staff and Students participated the program.
5. Extent of students above 18 years who are yet to be	'Mera Pehla Vote Desh Ke Liye – Campaign In

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

March 2024, As part of observance of 'Mera Pehla Vote Desh Ke Liye – Campaign, Dr.Nachiketa Rout, Director, NIEPMD administered voters pledge to NIEPMD staff and HRD students. To mark the occasion various competitions was held for BPT students towards Campaign 'Mera Phela vote desh ke liye' and screening of AV content from Election Commission of India.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
423	403	378	355	242
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

Number of outgoing / final year students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
107	134	118	54	53
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

Number of first year Students admitted year-wise in last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
142	139	148	141	117
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

Number of full time teachers year-wise during the last five years

Self Study Report of NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE DISABILITIES (NIEPMD)

2022-23	2021-22	2020-21	2019-20	2018-19
70	61	51	42	42
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

Number of sanctioned posts year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
175	175	175	175	160
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
448	363	795	1240	1174
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

NIEPMD(D) offers various programmes ranging from Certificate to M. Phil. and is affiliated to three different universities viz. University of Madras, Tamil Nadu Teacher's Education University and the Tamil Nadu Dr. M G R Medical University based on relevant programme. The institute complies with the requirements of regulatory councils and the affiliating university. The academic programmes offered at the institute have multidisciplinary and transdisciplinary underpinnings thereby contributing to curricular enrichment. The institute follows the curriculum as approved by the Rehabilitation Council of India and the respective Universities.

The Annual plan received from the respective Universities is routed to the various Heads of Colleges/Departments through the academic section. Based on the subject specification and teacher's expertise Heads of the Colleges/Departments allocates the work to the faculty members for handling the various courses and the time table is prepared. Subsequently, the same is circulated again to the faculties and the students through their respective HODs.

The approved timetable is explicitly displayed on the student notice board and the same is shared through the respective WhatsApp groups, to ensure that every student is aware of the schedule of the academic activity. The faculty in turn adheres to the approved timetable which is monitored by the Head of the department, and necessary actions are taken for any gaps brought to the notice of the Director/ Head of the department.

In the event of any faculty, either superannuates/leaves the institute, heads of the department reallocates the work to other suitable faculty to ensure that students are not put to any untoward hardships.

The students for their clinical and academic performance are assessed through internal theory and practical examinations before they undergo a University Examinations. The performance of the student as well as grading adheres as prescribed in the curriculum. Students are continuously assessed and students who perform poorly are also provided with an opportunity to attend remedial classes for better performance in the examination. Further, the institute ensures that the theory, practical, and any other academic issues are handled amicably. These issues are dealt with by the faculty nominated as class coordinators/mentors. All the academic activities related to the curriculum are monitored by the Director/ Heads of Colleges/Departments of the institute for effective implementation.

The institute modifies course of action to meet the emerging needs, and develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum.

For fostering global competencies among students, Classroom teaching is supplemented with seminars, quiz, and short films. Internships, field trips, and project work enhance the competitiveness of students. Seminars, Symposiums, Conferences, and Workshops, etc are held frequently for self-development and to upgrade their knowledge and clinical skills. Many eminent resource persons in various disciplines from across the world have visited the institution.

Feedback on curriculum obtained from students, academic peers, parents and stakeholders have facilitated innovative initiatives and ensured continuous growth. Campus interview and Coaching classes for CTET, TRB, NET examinations and Government examinations are arranged to orient the students towards career placements.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

1.1.2

Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 3.49

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	2	1	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1

Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 37.5

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 36

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 96

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2

Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 32.6

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
91	117	145	128	92

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Any additional information	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

In NIEPMD, a special emphasis is laid on shaping future generations with relevant ethical, social, human and global values to partake in national and global functions as responsible citizens.

At NIEPMD everyone is concerned with gender equity and is reflected as the number of women is more than the men. Institute has taken appropriate measures for maintaining equality among the staff and students. Sexual Harassment and Anti-ragging cell are active. These committees take utmost care and provide support to girl students and the women staff. Women's day is celebrated every year and various activities are organized for students and faculties. Expert Talk on LGBTQI + Communities has been organized on 10th October 2022 for HRD students to provide awareness.

Professional code of conduct – social, cultural and other ethical issues are inbuilt in the curriculum. Students learn about the rights and privileges of underprivileged and or disadvantage/persons with disabilities are taught in letter and spirit. All courses offered by the department of special education seek to impart human values through the training of future teachers. The unit of Social Work is based on the foundations of empathy and compassion. The staff also organize events related to ethics, gender, values, and environment and sustainability through the CRE programs. Project work include counselling to

parents of children with multiple disabilities, free aids distribution through ADIP schemes, various training courses for students and so on. NSS also organizes many activities for the all-round development of students. The department of clinical psychology has been delivering various counselling program to the students, parents, clients from across the country. It is reflected in the strong spirit of students of the college to help inculcate community service

They are taught to students as part of their holistic development. The importance of group work and imbining leadership is being taught. Moral and ethical values are an integral part of the education of the students. Faculty and clinical staff put their best efforts to groom students and make them a responsible citizen.

NIEPMD emphasizes on the trans-disciplinary service delivery for person with multiple disabilities.

Institute celebrates the day of National importance which imbines the nation values in the students. Independence Day, Republic day, International Yoga Day, etc. are celebrated to imbibe ethical and moral values among students. Various activities are conducted for HRD students and staff during the observation of International disability day, world cerebral palsy day, world hearing day, world braille day and white cane day. Students were involved in spreading awareness/ sensitization to the public, conducted screening camps and participated in rally and in various competitions. NIEPMD observes Constitution day on 26th November every year. Faculty and students would together read the preamble of the constitution to inculcate the values of secularism, democracy, liberty, equality, justice and fraternity among students. Integrity pledge is taken by students and faculty of NIEPMD during the observation of National Unity day on 31st October. Students participated in signature camp conducted as a part of Vigilance awareness week.

File Description	Document
Link for list of courses with their descriptions	View Document

1.3.2

Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 4

1.3.2.1 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 4

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Any additional information	View Document
Links for additional information	View Document

1.3.3

Average percentage of students enrolled in the value-added courses during the last five years

Response: 25.07

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2022-23	2021-22	2020-21	2019-20	2018-19
91	117	145	128	92

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3.4

Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 59.2

1.3.4.1 Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings

Response: 357

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1

Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4.2

Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

Self Study Report of NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE
DISABILITIES (NIEPMD)

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 44.79

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
112	121	136	153	110

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
209	340	346	366	205

File Description	Document
Institutional data in prescribed forma	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for Any other relevant informatio	View Document

2.1.2

Average percentage of seats filled in for the various programmes as against the approved intake

Response: 64.74

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2022-23	2021-22	2020-21	2019-20	2018-19
137	130	147	146	110

2.1.2.2 Number of approved seats for the same programme in that year

2022-23	2021-22	2020-21	2019-20	2018-19
181	247	200	222	196

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document

2.1.3

Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 66.83

2.1.3.1 Number of students admitted from other states year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
58	47	95	63	53

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document
Any other relevant information	View Document

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers

The Institution:

1. Follows measurable criteria to identify slow performers
2. Follows measurable criteria to identify advanced learners
3. Organizes special programmes for slow performers
4. Follows protocol to measure student achievement

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Any other information	View Document
Link for any relevant information	View Document

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)

Response: 6.04

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University	View Document
Institutional data in prescribed format (data Templates)	View Document

2.2.3

Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

Response:

NIEPMD aims at developing the student not only in academic but also in the extramural activities like community service, academic clubs, art ,graphics, cultural, sports activities etc., together all these activities

to develop the student in a multidimensional era were in student's ability are develop socially, intellectually, emotionally, physically and also psychologically.

Our institution finds this as utmost necessity to bridge the gap between students.

Our students are from various regions, denominations, state, country, who have varied languages, customs, social habits, cultural habits, caste, creed, religions etc. Our institution satisfactorily takes pride in modeling the students towards togetherness, oneness and team work. As a part of an act to bridge these differences among students such activities help to promote unity among them.

NIEPMD provides various platforms for our students to exhibit their interested skill and talents through curricular events, competition, awareness program, skits, songs dance and many more. Competition creates a sense of competitiveness to develop their skills in order to excel their corresponding field of talents. Our institution provides way to find many hidden innate talents from every student. Through our mentors and by making the student to get exposure in several activities, the innate talents of the students have been identified and encouraged. When students have the right platform to exhibit their talents they use these as opportunities to exhibit , develop and to flamboyantly excel in their area of talent. These skills inculcate a sense of organizing and conducting skills which also boost their morale in the competitive world. Students are considered as the pillars of our future nation. It remains a duty to every organisation to promote their organizing skills.

The organizing skills which the students learnt through NIEPMD makes them to organise academic clubs by the M.Phil student councellers at Psychology department, it also helps the PT,OT ,P&O BASLP students to organize community services during many awareness programs like World Physiotherapy Day, World Occupational Therapy Day, World Prosthetic and Ortoic Day and World Hearing Day respectively. Also students are good in volunterring through NSS in many social services such as Blood Donation Camp , various Rally etc., Also the seniors are Excellent in Organising Patriotic Events, cultural activities, competition through respective academic Club members along with their staff in charge.

NIEPMD also offers opportunity to the students to attend many conferences, workshops, CRE programs, Webinars , etc and teaches them how to plan, allocate the work, to efficiently use the resources, identifying the resources, assigning duties, execution of the duties , monitoring the execution, coordination of various process, give equal opportunity to all are some characteristics that they learn.

The events and awareness programs where the NIEPMD conducts may of utmost importance to the present day scenario. Events and awareness programs suitable for the present day happenings is a social responsibility for each person towards the nation. The institution inculcated such patriotic traits among the students.

File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

Student-centric methods are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

Student-centric methods are used for enhancing learning experiences by:

In order to improve students' learning, NIEPMD strengthens student-centric teaching and learning strategies include problem-solving techniques, interdisciplinary learning, experiential learning, and teaching. The institution conducts its academic and clinical programmes in a way that encourages a more robust teaching-learning process that is oriented towards a student-centric approach.

Students are given the opportunity to teach a lesson for their batch of peers and, in order to generalise their presentation abilities, they also teach a class for their junior batch of peers, all based on the experiential learning and role-playing methods of instruction. It gives pupils the chance to hone their public speaking abilities and presentation confidence. The process of getting ready to give the presentation helps the person's subject understanding.

Through their presentation style, pupils are able to aid others in understanding the subject. Additionally, it gives students experience in understanding the duties, obligations, and challenges of being a teacher. Students' self-directed learning is aided by this subjective understanding.

During their clinical rotations, students are required to get in touch with clients in order to obtain relevant information, including medical histories, demographic data, and other features, prior to presenting a case. These engagement opportunities influence students' opinions and teach them how to approach clients with empathy. It makes it easier for them to understand the needs and conditions of the client.

Students are required to complete a research project as part of their degree programme in their final year. Students are taught to search a greater number of evidence-based research papers and intervention approaches to help persons as part of the dissertation process. Acquiring knowledge of contemporary ideas and technological innovations promotes learning and broadens one's viewpoints.

Group discussions, journal club presentations, tasks, and small group activities all encourage participatory learning. Students are encouraged to think critically, be creative, and develop their problem-solving abilities to support the problem-solving techniques. Students participate in and present their

research at regional, national, and international workshops, seminars, and conferences under the supervision of mentors.

During the day celebrations conducted at various places in the community, students take different roles and perform to generate awareness among the public about disability, available resources, act & policies and other related information facilitates their learning and understanding. Participating through various things like NSS camps, Industrial visits, workshops and awareness programs help students to get self-directed learning. Further to this co-ordinating other events like Freshers' Day, Farewell function, Teachers' day celebration and other events improve planning and administration skills of the students. Beyond the college level programs students have co-ordinated social responsibility based programs like Swachh Bharat Abhiyan, Cleanliness Drive, Blood donation camps and tree plantation programs.

File Description	Document
Link for any other relevant information	View Document
Link for learning environment facilities with geotagging	View Document

2.3.2

Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning

The Institution:

- 1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
- 2. Has advanced simulators for simulation-based training**
- 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
- 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: C. Any two of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skill Laboratories	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document
Link for additional information	View Document

2.3.3

Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

NIEPMD provides Wifi network connection for all the staffs & faculties of the institution to utilise the ICT for conducting class and update their knowledge. Classrooms are equipped with projectors and computers for facilitating online classes, and to ensure of using AV aids for better learning.

Addition to the classroom facilities, library computer lab is having nearly 25 computers with internet connection for students learning process. International and national journals could be accessed through the computer lab facilities. Further, Google meet is used for conducting webinars for students by experts from other organisations. Sufficient numbers of computers, printers, photocopy machines, and projectors are provided to the colleges to encourage students learning. Based on the need, smart board facilities are provided for supporting the individuals who need more assistance.

YouTube Channels:

https://www.youtube.com/channel/UCnjjmnE8CnYio2WcFHdlt__w/videos?view=0&sort=dd&shelf_id=0

https://www.youtube.com/channel/UCmic-eQBYg6gvz_ZjOf-oCA/videos

Brochures: <https://niepmd.tn.nic.in/brouchers.php>

Digital learning: <https://niepmd.tn.nic.in/digital.php>

Online platforms: Google meet, MS Team, and Zoom platform

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document
Link for any other relevant information	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 6.04

2.3.4.1 Total number of mentors in the preceding academic year

Response: 70

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document

2.3.5

The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Response:

The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students.

Our organization's strength is the greater quantity of client flows under various conditions. As part of their university curriculum, students must attend clinical placements where they can network with interns and other department students and improve their presentation and conversation abilities. Throughout their clinical rotations, students must attend case discussions with members of the rehabilitation team. Students are encouraged to argue their positions and share their thoughts. It is advantageous to comprehend theoretical concepts through practical experiences. Students are better able to investigate evidence-based strategies and remedies for the problems they tackle when they are exposed to clinical examples. It improves their comprehension of practical applications.

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 30.85

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.4.2

Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS

etc.) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 11.36

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	6	5	3

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.3

Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 7.29

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 510

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.4

Average percentage of teachers trained for development and delivery of e-content / e-courses

during the last 5 years

Response: 31.15

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	40	46	0	0

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Any additional information	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document
Link for additional information	View Document

2.4.5

Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Response: 2.91

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	2	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Awards claimed without certificates will not be considered	View Document

2.5 Evaluation Process and Reforms

2.5.1

The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

2.5.1 The institution adheres to the academic calendar for the conduct of continuous internal evaluation and ensures that it is robust and transparent:

Response:

Based on the academic year and college opening day, the almanac for the courses prepared in advance to ensure proper planning and transparency in the process. As per the University norms, 3 internal examination need to be conducted for calculating internal marks. By following that the three internal examinations used to be conducted for 3 months of period. Average mark of the internal examination shall be submitted to University as internal mark.

The Schedule for the internal examination and syllabus are usually given in advance to students. Circular shall be given to students with information like syllabus, room no, time, date, pattern of questions and total marks. Addition to the theory based internal examination; internal examination is conducted for quantifying their clinical/practical skills. Students' clinical skills in assessment, differential diagnosis, goal setting, intervention process and attitude are examined.

After the examination, their performance would be evaluated by the concern subject in-charge. Feedback about their performance is communicated to the students in the classroom or on one-to one basis. The slow learners are encouraged to perform well through mentorship assistance and extra support in education.

Attendance percentage of the students, question papers, answer sheets, mark details and other necessary information are documented in the department. Mark details usually posted in the notice board to make it more transparent.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for any other relevant information	View Document
Link for academic calendar	View Document

2.5.2

Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

2.5.2 Mechanism to deal with examination-related grievances is transparent, time-bound and efficient.

As all the courses conducted in the institute are affiliated by Government University or Council. Hence, standard procedures are been followed in related to examination and related grievances.

The examination schedule usually is informed to students at least a month before, through website publication. Online hall ticket usually generated for student which includes the subject details, venue, date & time of examination, and student details with photograph.

Each subject examination is properly defined and mentioned in their course syllabus which is published by University in their website. Students are oriented well about the pattern of examination, valuation procedure, norms and guidelines related to examination and results. The maximum marks and minimum marks details are also clearly mentioned in their syllabus.

As per the University norms, if it is needed students may apply by following prescribed procedure to get a copy of their answer script. The evaluation procedures are done through online portal. All the answer scripts are sent for valuation with duplicate serial numbers. If there are any grievances it usually redressed at the earliest. Students marks usually displaced in their concern notice board for information. For any further queries or procedures students may contact the controller of examination of university through their website.

Most of the courses are having semester patter of examination. The semesters are commonly scheduled in February and August month of every year.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3

Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination including the automation of the examination system.

For supporting the learning of students, other than internal examinations class test also conducted on periodical basis. After completion of the chapters, class test usually conducted by the subject in-charge. Multiple Choice Questions are shared through Google form to encourage students' participation; it is conducted like a quiz competition among the class students. There they could check their correct responses immediately. It supports students' self assessment.

Clinical based evaluation includes, students' punctuality, discipline, attitude in the clinical area also recorded. Spot viva-voce conducted to check their clinical skills and knowledge. The subjective observation is also being a part of practical examination. Addition to the theory examination, certain clinical subjects are having practical examination. Students need to secure minimum marks in practical examination also to get pass in the particular subject. It ensures the students learning about theoretical knowledge as well as clinical skills.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document
3	View Document

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

- 1. Timely administration of CIE**
- 2. On time assessment and feedback**
- 3. Makeup assignments/tests**
- 4. Remedial teaching/support**

Response: D. Any 1 of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

The curriculum and learning objectives that the institution has declared are in line with its vision and mission. Program Objectives and Course Outcomes (COs) have been prepared by the faculties of all departments by aligning them with the program of study and syllabus. The CBCS rules and regulations for all programmes of various Departments are clearly stated in the syllabus framed by their respective University. The recommendations were appropriately taken into consideration as they came from both industry/field specialists and academicians in their respective boards of studies. The Academic Council of the Institute and the Board of Studies of the corresponding institutions carried out and authorized the modifications, and subsequently the POs, PSOs, and COs went into operation. The POs and PSOs are listed for your reference in each program's syllabus. Every academic year starts with an induction event where newly enrolled students get information about the institute's vision and objectives. During theory and practical sessions, the course teacher and the appropriate class tutor inform the students on the developed POs, PSOs, and COs. Students receive a syllabus when they enroll in the program, which also serves as a means of communication and information about the COs. The concerned faculty member's course plan also includes COs. Instructors keep up-to-date lesson plans that include a comprehensive lesson plan schedule, course objectives, and course results. These regulations are available in the Departments and in the University website. On the first day, the first-year students are informed about these regulations by the faculty members. They are made aware of the objectives, requirements, learning outcomes and opportunities of the programme which inculcate a quest for excellence among the students and scholars. Besides each course is developed and a detailed syllabus is prepared to keep in mind the learning outcome from each course. Every coursework is developed at the department level keeping in mind the objectives and the learning outcomes of the coursework. The induction and orientation programmes are given to the freshers, which orient and sensitize them about various opportunities available to them upon successful completion of the academic programme

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document
Link for any other relevant information	View Document

2.6.2

Incremental performance in Pass percentage of final year students in the last five years

Response: 90.04

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
99	147	123	63	84

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
105	151	141	82	89

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document

2.6.3

The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

Indirect and direct approaches are employed to measure program outcomes, as well as program-specific outcomes, using a variety of assessment tools. One way to represent knowledge and skills in a direct

manner is to use the continuous assessment test, semester examinations, assignments, lab practical's, teaching practice, Research paper presentation and publication and internship. Every course has a course type (Theory+Practice+Dissertation in case of PG and Research programs), which specifies the pedagogy to be used and has clearly stated course objectives (COs). The courses' completion is evaluated through a combination of direct and indirect techniques. There are two main parts: 1. Continuous Assessment (CA) (Assignments, Quizzes, Class Tests, Laboratory Performance, Projects, Presentations) and Internal Evaluations 1 and 2. 2. Written examination, or End Semester Examination (ES) establishing goals for achieving performance: The measurement is made using a direct assessment method and is predicated on achieving the required number of points. The semester exams and constant internal assessment are used to analyze the COs attained. A course's completion of CO is determined by adding 30% from continuous internal assessment (which includes assignments and seminars) and 70% from the semester's final test or semester examination. In addition to taking into account the completion of the course objectives, the program specific outcomes are evaluated based on student feedback from the course. The program's success is also evaluated based on the feedback provided by recruiters during campus drives, the student's advancement towards further education, and their passing scores on a variety of competitive and admission exams, including CTET, TET, NET, GATE, and others. At the conclusion of each semester, students provide feedback on the courses they have taken and explain how the courses helped them achieve their POs. As a result, the attainment of POs and PSOs for all the programs has been examined. The COs and PSOs are implemented for all programs in every department for the diploma, Undergraduate, and Postgraduate programs

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

2.6.4

Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Response:

Every academic year starts with an induction event where newly enrolled students get information about the institute's vision and objectives. Newly admitted students and their parents will be invited for the induction programme and they will be given orientation about NIEPMD and the services & facilities offered in the campus. Later the faculties get introduced themselves and informed about the programme structure and regulations to be followed. They are made aware of the objectives, requirements, learning outcomes and opportunities of the programme which inculcate a quest for excellence among the students and scholars. Besides each course is developed and a detailed syllabus is prepared to keep in mind the learning outcome from each course. Every coursework is developed at the department level keeping in mind the objectives and the learning outcomes of the coursework. Also, students are oriented and sensitized about various opportunities available to them upon successful completion of the academic programme .

The curriculum and learning objectives that the institution has declared are in line with its vision and mission. Program Objectives and Course Outcomes (COs) have been prepared by the faculties of all departments by aligning them with the program of study and syllabus. The CBCS rules and regulations for all programmes of various Departments are clearly stated in the syllabus framed by their respective University. The recommendations were appropriately taken into consideration as they came from both industry/field specialists and academicians in their respective boards of studies. The Academic Council of the Institute and the Board of Studies of the corresponding institutions carried out and authorized the modifications, and subsequently the POs, PSOs, and COs went into operation.

Students receive a syllabus when they enroll in the program, which also serves as a means of communication and information about the COs. The concerned faculty member's course plan also includes COs. Instructors keep up-to-date lesson plans that include a comprehensive lesson plan schedule, course objectives, and course results.

Also, parents will be invited for meetings six months once to make them aware of the academic progress of their wards and feedback will be collected. Also parents will be encouraged to share their grievance and will be recorded in order to proceed for further action .

File Description	Document
Link for any other relevant information	View Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.12

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 10.15

3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

2022-23	2021-22	2020-21	2019-20	2018-19
2	9	6	4	6

File Description

Document

List of full time teacher during the last five years.

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

Any additional information

[View Document](#)

3.1.2

Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 0

3.1.2.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
E-copies of the award letters of the teachers	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.1.3

Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 8

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	3	0	0

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Link for funding agencies websites	View Document
Link for Additional Information	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Innovation ecosystem created in education, health and infrastructure. As per the sustainable development goals these are the measure taken care to improve the quality of life of the students and people with disabilities and multiple disabilities, like good health and wellbeing, quality education, decent work and economic growth, industry, Innovation and infrastructure, partnership for the goals. The quality of life of people with multiple disabilities achieved through quality medication to reduce the seizure disorder with the participation of ministry of AYUSH Homeopath medicines, to reduce the epileptic conditions, constipation, and sleep disorder.

Quality of physical and oral health was taken care to provide with the partnership for the goals Rags dental college and hospital to reeducate oral health care and to prevent infectious diseases. The innovation addressed through AI mediated support with enhanced power point presentation to reduce gigivities and tooth carries. The model school for children with multiple disabilities proposed innovation in teaching to support these children. Research on efficacy of TLM used for children with cerebral palsy, specific learning disabilities, and autism spectrum disorder was sanctioned from ministry of social justice under the department of persons with disabilities. Resources to improve their physical and mobility the institute established Flash-Fit interactive sports lab for children with multiple disabilities. It is improved the children attention, concentration, planning, problem solving ability and eye-hand coordination and also established the adapted sports for children with cerebral palsy.

Under goal of decent work and economic growth also focused to empower the persons with disability in the open employment market as well as the private firm. There are lot of opportunities and acceptance was made through these community awareness and participation. Partnership with local body these persons with disabilities provided awareness creation activities on sexual harassment, POCSO act, women empowerment, anti-ragging committee, anti-ragging cell, and seminars, sessions on mental helath aspects etc. the institute keen to increase participatory approach in all the aspects of community involvement of the children as well as their parents, tree adoption, my tree, my plants, my campus activities are encouraged more than three years from today. The institute created parent recreation cum skill development activity room, to use their time to do income generating activities.

This institute partnership with local body like collector ate, commissioner for persons with disabilities, noon meal programme, local panchayat and private firms and institutions to support placement of students with disabilities, persons with disabilities, supporting economic empowerment for the family members. The goals of research innovation achieved through organizing camps on TLMS, providing alternative forms of education, like Skill India programmes, following Swayam curriculum, modified curriculum for persons with disabilities, partnership with Universities on providing certificate programmes on skills development, tie up with MSME for certification. Through the interconnected actions there is a identical growth in the ecosystem.

File Description	Document
Link for any other relevant information	View Document
Link for details of the facilities and innovations made	View Document

3.2.2

Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 14

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	1	5

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**
- 3. The Institution has plagiarism check software based on the Institutional policy**
- 4. Norms and guidelines for research ethics and publication guidelines are followed**

Response: D. Any 1 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Any additional information	View Document

3.3.2

Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 0.5

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 10

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

Response: 20

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3

Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 0.39

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document
Link for Additional Information	View Document

3.3.4

Average number of books and chapters in edited volumes/books published and papers published

in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0.02

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional Information	View Document

3.4 Extension Activities

3.4.1

Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 42

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
7	22	5	7	1

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Any additional informatio	View Document
Link for Additional Information	View Document

3.4.2

Average percentage of students participating in extension and outreach activities during the last five years

Response: 65.19

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	280	270	185	150

File Description	Document
Institutional data in prescribed forma	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

NIEPMD provides lot of importance to holistic development and societal needs by motivating students and conducted many activities focusing on social issues during last five years. NSS units with more than 300 dedicated student volunteers participate in the extension & outreach activities. All the departments of NIEPMD work extensively on the societal issues in the neighborhood of & focus on sensitizing students & staff towards social issues. These activities develop students into ideal citizens with high moral values and societal responsibility.

Letter of appreciation had been received Ms.Vanlaldiki Sailo, commissioner , Person with Disabilities, Government of Mizoram towards the contribution of Director, National Institute for Empowerment of Persons with Multiple Disabilities.

The following are list of activities organized in the neighborhood community in last five years:

A. NSS Services:

1. Blood Donation Camps
2. Rallies on Anti-Drug Abuse
3. Cleaning of Campus
4. Organizing Health Checkup camps for both students and staff.

B. Street Cause Services:

1. Activities like Paper recycling event,
2. Spreading awareness about the environment among students

1.Green campus:

1. Tree plantation activities in the campus.
2. Swatchta Pakhwada activity initiated by government of India on Health, Hygiene and Cleanliness awareness campaign

Staff & Students of this Institute are well recognized and motivated for further achievements and not stop and satisfied with present laurels. It is also ensured to retain top talent, increase students' involvement in the research works and encourage high performance. There are a variety of activities at NIEPMD focusing on development and delivering educational programs, providing technical assistance, or conducting research that benefits the public. Our institution fosters social responsibility and holistic development for both our faculty and students through extension activities within the local community. By engaging in outreach programs, students develop social values like empathy and teamwork. They also gain firsthand experience with societal issues like through collaboration with community members. This not only broadens their knowledge but also empowers them to become responsible citizens who can contribute meaningfully to society's well-being.

Through extension and outreach programs, NIEPMD establish a good relationship with NGO and join hands with local community organization and serve the community. Students with profound interest attain the social values and responsibility. Above all, the students get hold of social justice, value, responsibility and sustainability.

In addition, free medical Checkup is also organized in our college campus by joining hands with hospitals. In this program students and staff are benefitted. The National Service Scheme was at various Colleges under the Institute. It aims at the involvement mainly of undergraduate students on a voluntary basis in various activities of social service and national development which while making a contribution to socio-economic progress would also provide opportunities to the students to understand and appreciate the problems of the communities, awaken social consciousness and inculcate in them a sense of dignity of labor. The NSS Units of our institute has good number of enthusiastic volunteers with the sincere and dedicated student organizers under the able guidance of our officers.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document
Link for any other relevant information	View Document

3.4.4

Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan) established in the year 2005, on East Coast Road, Muttukadu, Chennai, Tamil Nadu, Under Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Govt. of India, to serve as a national resource centre for empowerment of persons with Multiple Disabilities such as those with two or more disabilities in a person.

Over the span of past 5 years, around 61 outreach activities were conducted by NIEPMD in collaboration with various organizations & NGO's. NSS Volunteer students from various HRD courses had actively participating in the preparation & co-ordination of the various outreach activities. The students are mentored & guided by the respective HRD faculty. Exposure to extension and outreach activities sensitize the students towards social issues.

The primary aim of the various extension and outreach activities conducted by NIEPMD was to build relationship & social connection with the people especially People with Disabilities and expose HRD students to diversity and multi culturalism. It improves communication, interpersonal & critical thinking skills and helps them to find their passions & interests.

The various activities include Awareness rally & awareness programs, Cultural event namely "Divya Kala Shakti: Witnessing the Ability in Disability" showcasing the talents of Children with Disabilities, World Disability Day Awareness Generation Programme, Activities for Clients with Mental Illness, observance of various days to address clients with Multiple Disabilities.

The outreach program like Cultural functions for the Autism kids and parents were conducted on the World autism awareness day focussing on involving children, parents & caregivers. NIEPMD also focuses on activities like Vigilance Awareness week to create awareness among HRD students & Staff. As Part of Swachhata Campaign – Accessible Campaign was conducted in a Panchayat level at Achirapakkam Village. Swachh Bharat - Training programme on Sanitation Needs for PwDs under Special Campaign 2.0 for Swachhata. Around 30 Panchayat Heads participated in the programme. Handouts related to NIEPMD, Special Campaign 2.0 were given to participants were given by NSS Volunteers.

The outreach programs for the year 2023 included Blood Donation Camp, International Day against Drug abuse and Illicit trafficking, Environmental Day & day celebrations.

Involving faculty and students in extension activities helps in a great way to bridge the gap between the institution and the community. Our institution fosters social responsibility and holistic development for both our faculty and students through extension activities within the local community. By engaging in outreach programs, students develop social values like empathy and teamwork. They also gain first-hand experience with societal issues through collaboration with community members. This not only broadens their knowledge but also empowers them to become responsible citizens who can contribute meaningfully to society's well-being.

File Description	Document
Any additional information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

3.5.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 49.8

3.5.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
55	64	65	19	46

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
Any other Information	View Document
Link for Additional Information	View Document

3.5.2

Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 11

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 11

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

4

Yes, National Institute for Empowerment of Persons with Multiple Disabilities (*Divyangajan*) was established to serve as a National Resource centre for Empowerment of Persons with Multiple Disabilities such as those with two or more disabilities in a person. Initially started in the existing building but over a period of 15 years NIEPMD equipped itself with modern infrastructure facilities catering to the need of persons with disabilities and adequate classrooms and labs for the HRD trainees of various courses. All the facilities are accommodated within NIEPMD premises in a space of 15.22 acres, with an avowed objective of providing services, enhancing HRD, conducting research, organizing exclusive extension services for persons with multiple disabilities and organizing short term training programme to HRD in the field of disability rehabilitation.

NIEPMD has a full-fledged library with appropriate infrastructure comprising all the required relevant text & reference books as specified in the curriculum. Library is equipped with National and International journals, periodicals related to disability rehabilitation and management as part of teaching learning materials. Thus all this advancement promotes quality of life for persons with multiple disabilities through equal participation for clients, families, professionals and community agencies. The institution has built up excellent infrastructure and learning resources as per NCTE norms. It is also equipped with well-ventilated classrooms, labs, a multipurpose auditorium, A/c seminar hall, Accessible toilets, restrooms, a library, Computer lab, Ramps, a storeroom and an administrative office, Speech, occupational and physiotherapy service are available, AYUSH service are available.

To facilitate this process for student department of Medical Science initiated over a period of time various units namely Medical Consultancy, Social Work, Nursing, Material Development, Service and Programme. Similarly, department of Therapeutics to facilitate their students created Neuro-Developmental Therapy, Gait analysis and training, General Physiotherapy, Pulmonary Rehabilitation, Hydrotherapy Unit. In addition to college of occupational therapy created units such as Multisensory, Developmental Therapy, Hand Splinting & Functioning for providing exposure to their students. Whereas department of Special Education to facilitate their students created Early Childhood Special Education, units for MD, CP, ID, LD and ASD, Sensory Impaired, Severe and profound disability, Inclusive Preparatory and transition unit. To provide wide exposure to MPhil students department of Clinical Psychology created units for Screening, Child and Adolescent, Psychiatry, Neuropsychology, Behaviour Therapy, Specific Learning disability. In department of Adult Independent Living the following units namely Skill Development & Entrepreneurship, Vocational Training, SIPDA- Skill Training Labs, Career Guidance and Placement Cell, Livelihood Empowerment for PwMDs & Family Members to provide array of exposure. For B.sc SHC students department of Speech, Hearing & Communication created Language and Speech, Audiology, Hearing Aid and Assistive Device,

Alternative and Augmentative Communication, Electronic, Sign Language and Trans-disciplinary Therapy lab.

File Description	Document
Link for geotagged photographs	View Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for any other relevant information	View Document

4.1.2

The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

At NIEPMD Chennai, the facilities for sports, games, and cultural activities are adequately provided to students of various college for inoculating a holistic development among students and staff. This institution boasts a well-equipped sports complex with both indoor and outdoor arenas. The indoor sports area includes a sports room for children with disabilities, and HRD students while the outdoor area accommodates various sports and games like cricket, football, basketball, and volleyball.

The auditorium serves as a venue for cultural events, seminars, and workshops, providing a platform for artistic expression and community engagement. Additionally, a dedicated yoga centre caters to the wellness and mental health needs of the institution's members. Here various target group including student trainees take part and develop their well-being. The institution prioritizes the promotion of physical and recreational activities alongside academic pursuits, fostering a vibrant and inclusive campus environment conducive to overall well-being and personal growth.

NIEPMD is recognised one of the partner organisation with special Olympics Baharat. Local agency of Tamilnadu get connected to conduct various organisation. Here students of various college are oriented on the importance of national agencies in promoting sports. In addition to these song and drama division of Ministry of Media & Broadcasting to promote the importance of drama and songs among the youth. The medium for showcasing their abilities also promoted among the students through Abi-Olympics forum. As part of curriculum students of various college get involved in inter college competitions and extra-curricular activities. Special during the month of December on the occasion of international day for the disabled along with person with disabilities, students of various college get participated for knowing

the hidden talents. During this period, they are trained to

NIEPMD recognizes the importance of providing a nurturing indoor environment conducive to learning and personal development. Thus the academic curriculum at NIEPMD is tailored to accommodate diverse learning styles and abilities. Thus every effort is made to ensure that students thrive academically.

In addition to this Understanding the significance of therapeutic interventions, NIEPMD offers various indoor therapy sessions such as occupational therapy, speech therapy, and physiotherapy. These sessions are aimed at enhancing mobility, communication skills, and overall well-being. Also students are oriented to aquatic sports through its well-built hydrotherapy services.

In Sports and Physical Fitness NIEPMD emphasizes the importance of physical fitness and well-being, offering outdoor sports activities such as cricket, basketball, and athletics. These activities not only promote physical health but also instil values of teamwork and sportsmanship.

NIEPMD actively promotes community engagement through outreach programs and volunteer initiatives. Students participate in outdoor activities such as tree planting drives, cleanliness campaigns, and awareness rallies, thereby contributing to the betterment of society while fostering a sense of civic responsibility.

Outdoor cultural events such as music festivals, art exhibitions, and traditional fairs provide students with opportunities to immerse themselves in the rich tapestry of Indian culture. These events serve as platforms for cultural exchange, celebration, and mutual appreciation

File Description	Document
Link for any other relevant information	View Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

At NIEPMD campus facilities for accommodations are available for students, offering a safe and comfortable living environment conducive to learning. Medical facilities are readily accessible, providing prompt healthcare services to students and staff.

NIEPMD stands as a model of inclusive education, not only in its academic endeavours but also in its provision of essential campus facilities and nurturing ambience. The institute offers well-maintained hostels equipped with amenities catering to the diverse needs of individuals with multiple disabilities.

These facilities include wheelchair-accessible rooms, accessible bathrooms, and round-the-clock support staff to assist students with daily living activities. A fully-equipped medical centre staffed with qualified healthcare professionals ensures prompt medical attention and care for students and staff alike. Additionally, tie-ups with nearby hospitals further enhance access to specialized medical services whenever needed.

Ensuring accessibility and hygiene, NIEPMD maintains well-equipped and clean toilet facilities across its campus. These facilities are designed to accommodate the specific needs of individuals with disabilities, with provisions for accessibility features such as grab bars, raised toilet seats, and ample space for manoeuvrability.

Canteen: The campus canteen serves as a hub of social interaction and culinary delight. NIEPMD's canteen offers a diverse menu of nutritious meals, snacks, and beverages, catering to various dietary preferences and requirements. NIEPMD canteen's spacious seating area provides a welcoming ambiance for students to relax and socialize during meal times.

Roads and Signage: Navigating the campus is made effortless with well-laid roads and clear signage at strategic locations. Accessible pathways and signage with braille and visual cues ensure ease of movement and orientation for individuals with disabilities, promoting independence and inclusivity.

Greenery: NIEPMD's campus is adorned with lush greenery, creating a serene and tranquil environment conducive to learning and relaxation. Ample green spaces, landscaped gardens, and tree-lined avenues not only enhance the aesthetic appeal of the campus but also contribute to environmental sustainability and biodiversity conservation efforts.

STP and Water Purification Plant: The institute prioritizes environmental stewardship and water conservation through the implementation of state-of-the-art sewage treatment plants (STP) and water purification facilities. These systems ensure the efficient treatment of wastewater and the supply of clean, potable water for drinking and other purposes, thus promoting health and hygiene on campus.

The campus boasts well-maintained toilets, a canteen offering nutritious meals, and essential amenities like a post office and bank for convenience. Roads and signage are strategically placed for easy navigation, enhancing accessibility across the campus. Abundant greenery contributes to a serene and eco-friendly atmosphere, promoting a sense of tranquillity and sustainability. NIEPMD's commitment to providing comprehensive campus facilities and fostering a nurturing ambience underscores its dedication to inclusive education and holistic development.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

4.1.4

Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 48.67

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
145	154	490	820	479

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document
Audited utilization statements (highlight relevant items)	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

As part of academic activities at NIEPMD, various initiatives were taken for the benefits of HRD students enrolled at various colleges of NIEPM. This development and upgradation are periodically done keeping into consideration the recent changes in the training and therapeutics intervention. Keeping the needs of services for persons with disabilities NIEPMD over the period of years develop various service delivery models. This model are developed by professionals and in all this model student are given exposure from the various department functioning at NIEPMD namely clinical psychology, physiotherapy, occupational therapy, medical science, special education and vocational training. All this clinical model are well documented and validated by a team of experts. Here also the student's trainees

view and opinions are taken in addition to other stakeholders.

With regard to equipment requirement all department submit their needs based on the new innovation and technologies available in the market. Thus includes a proper updated and upgraded instrument not only to provide service for person with disabilities in addition to this enhancing the knowledge of students for recent development. This equipment's purchased and used among the students are used as teaching learning resource materials. Not only they are used for demonstration but used as an awareness generation instruments among the public for better understanding about disability and use of adaptive equipment's.

With regard to ICT based equipment's, vide variety of high tech and low tech devices lab established at one places to facilitate the students about the need of equipment's in day to day lives. In department as part of resource materials various low cost device developed by students as part of practical and exhibited as part of the practical to experts and parents. Through this way awareness were created among the public. In addition to this these materials developed as resource material used among the public visitors visiting NIEPMD. This target group comprise off teachers, college students, medical college students, therapeutic students and care takers. In addition to this members visiting from Non-Governmental Institutions, Teacher training Institutions and MOU college do get benefited from this process.

In particular, from the department of special education teaching learning materials practical were held as part of the syllabus of respective university. In this all are encouraged to develop the best low cost and easily available materials. In addition to these NIEPMD facilitates in developing a high end audiological evaluation lab for persons with disabilities. Here trainees of B.sc speech hearing and communication are very well exposed for practical evaluation. In addition to these students from other colleges, who are in need of internship such as SRM, MERF, AVMC etc. send their students.

Thus the facilities available at NIEPMD with regard to equipment's, instruments, cater to wide range of HRD students across the country.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for any other relevant information	View Document

4.2.2

Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

Response: 62282

4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
47197	21162	10110	39816	37420

4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
47197	21162	10110	39816	37420

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Extract of patient details duly attested by the Head of the institution	View Document
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training.	View Document
Any additional information	View Document
Link to hospital records / Hospital Management Information System	View Document
Link for additional information	View Document

4.2.3

Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 203.2

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House &

Herbal Garden year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
185	174	185	202	144

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
24	28	26	36	12

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Availability of infrastructure for community based learning

Institution has:

1. Attached Satellite Primary Health Center/s
2. Attached Rural Health Center/s other than College teaching hospital available for training of students
3. Residential facility for students / trainees at the above peripheral health centers / hospitals
4. Mobile clinical service facilities to reach remote rural locations

Response: D. Any one of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

NIEPMD library administration is authorized with SOUL 2.0 Integrated library management barcode printers & bar code screening for circulating control. OPAC facilities used for the effective retrieval of books in the library by author, title and publishers. The library has different sections like acquisition section, Technical section, Circulation section, reference section. The NIEPMD central library is well equipped with computers enabled with e-Data & e-Journals with Wi-Fi facilities. The detail of library services to inoculate knowledge among the students of 'various college such as 1. Awareness material related to Multiple Disabilities, 2. YouTube videos (Learning references in the domain Multiple Disabilities), 3. Provides question paper for the HRD students, 4.NIEPMD publication Current awareness services through newspaper clippings.

Software used: Video Editing Software (Making video content) Photoshop (Pamphlet & Brochure design, body design), Software: SOUL 3.0 and SOUL Library Management Software 3.0. Software for University Libraries (SOUL) is an state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. It is a user-friendly software developed to work under client-server environment. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. After a comprehensive study, discussions and deliberations with the senior professionals of the country, the software was designed to automate all housekeeping operations in library. The software is suitable not only for the academic libraries, but also for all types and sizes of libraries, even school libraries. The first version of software i.e. SOUL 1.0 was released during CALIBER 2000.

The SOUL 2.0 software used at NIEPMD was released in January 2009 and the latest version of the software i.e. **SOUL 3.0 released in February 2021**. The database for new version of SOUL is designed for latest versions of MS-SQL and MySQL (or any other popular RDBMS). SOUL 2.0 is compliant to international standards such as MARC 21 bibliographic format, Unicode based Universal Character Sets for multilingual bibliographic records and NCIP 2.0 and SIP 2 based protocols for electronic surveillance and control.

In addition to academic pursuits, NIEPMD places a strong emphasis on holistic development, offering a myriad of extracurricular activities and support services. From sports and recreational activities to counselling and rehabilitation services, the institute strives to nurture the physical, emotional, and social well-being of its students.

Beyond its physical infrastructure, NIEPMD is distinguished by its commitment to innovation and research in the field of disability studies. The institute collaborates with leading academic institutions, government agencies, and NGOs to advance knowledge, develop best practices, and advocate for the rights and inclusion of persons with disabilities.

At the heart of NIEPMD's success are its dedicated faculty, staff, and students who embody the spirit of resilience, determination, and compassion. Together, they form a vibrant community united by a common purpose: to empower individuals with multiple disabilities to realize their full potential and live life with dignity and independence. The institute continues to inspire positive change and make a profound impact on the lives of individuals with disabilities and society at large.

File Description	Document
Link for geotagged photographs of library facilities	View Document
Link for any other relevant information	View Document

4.3.2

Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

The library at NIEPMD is a haven of learning, tailored to meet diverse student needs. Its vast collection covers a multitude of subjects and formats, enhancing academic endeavours. From textbooks to rare manuscripts, it fosters a culture of continual learning.

Library & Information Services: Total No. of Text & Reference Books: 6442 comprising books: 5992, E-Books: 450, Total No. of Journals: 63, Print Journals: 28, E-Journals : 27, Total No.of Newspapers : 5, Total No.of Back Volumes : 263, Total No. of CD-ROMs : 130, Theses & Reports 222.

Infrastructure of Library including the following Total No. of Racks: 26, Books Rack: 18, Back Volume Rack: 5, Journals Rack: 3, Total No. of Chairs: 60, Total No. of Reading Tables: 13, Xerox Machine: 1, Library Administration Computer: 2, Library Software: Soul 3.0, Computer Lab includes 12 computers.

At NIEPMD library the Journal subscription details for the year -2024 includes the following:

S.no	Name of the Journal	Department
1.	Journal of Indian Academy of Paediatrics	Medical science
2.	The Journal Destabilise and Impairment	Special Education
3.	Journal of Education Research & Extension	Education
4.	International Journal of Speech and Audiology	SHC
5.	International Journal of Research in Special Education	SHC
6.	Research Journal of Human Development	Research
7.	International Journal of Autism	Autism
8.	British Journal Of Education, Learning & Development	Education
9.	Physiotherapy and Occupational Therapy Journal	Therapy
10.	Physiotherapy – The Journal of Indian Association Of Physiotherapists(Late Publication)	PT

11.	Indian Journal of Physiotherapy & Occupational Therapy	Therapy
12.	International Journal of Yoga and Physiotherapy and Physical Education	PT
13.	Journal of Advanced Research in Psychology and Psychotherapy	Psychology
14.	Journal Of Yoga and Physiotherapy	PT
15.	International Journal of Neurologic physical Therapy	Psychology
16.	Journal of the Indian Academy of Applied Psychology	Psychology
17.	Indian Journal of Psychiatry	Psychology
18.	International Journal of Yoga and Physiotherapy and Physical Education	PT
19.	Highlights Champs (Magazine)	DAIL
20.	Aandhimazhai (Magazine)	DAIL
21.	Unmai (Magazine)	DAIL
22.	EDU Tracks	Education
23.	Journal of community Guidance and Research	Research
24.	Andhi mazhai (Magazine)	DAIL
25.	Puthiya Vazviyal Malar (Magazine)	DAIL
26.	Mullai Saram (Magazine)	DAIL
27.	Manta Neyam (Magazine)	DAIL

List of E-Journals

1. American Journal of Educational Research
2. Autism
3. Behavioural and Cognitive Neuroscience
4. Behaviour Modification
5. Bharatiya Adhunik
6. British Journal of Visual Impairment
7. Communication Disorders
8. Focus on Autism & other developmental Disabilities
9. Indian Educational Abstracts

10. Indian Educational Review
11. International Journal of Behavior Development
12. International Social work
13. Journal of Attention Disorders
14. Journal of Disability policy studies
15. Journal of Early Intervention
16. Journal of Intellectual Disorders
17. Journal of Indian Education
18. Journal of Language & Speech
19. Journal of Learning Disabilities
20. Journal of Special Education
21. Journal of Value Education
22. Journal of Emotion Behaviour Disorder
23. Remedial & Special Education
24. Teacher Education & Special Education
25. The Primary Teacher
26. Topics in Early Childhood Special Education
27. Young Exceptional Children

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document
Link for any other relevant information	View Document

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: E. Any one of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.4

**Average annual expenditure for the purchase of books and journals including e-journals during
the last five years**

Response: 4

4.3.4.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during
last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	3	2	3

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document
Any additional information	View Document
Links for additional information	View Document

4.3.5

In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

The library at NIEPMD stands as a beacon of knowledge, meticulously curated to meet the diverse needs and interests of its vibrant student community. Its extensive collection, spanning various formats and subjects, serves as a cornerstone of academic excellence and fosters a culture of lifelong learning. Here's a glimpse into the wealth of knowledge resources available at NIEPMD:-

Manual Access Entry Register: The library's operations has the manual access entry register, meticulously maintained to track the circulation of physical resources. This traditional method ensures transparency and accountability in borrowing and returning materials, providing a tangible record of library usage. Each entry serves as a testament to the library's role in facilitating access to information and empowering users with knowledge.

Textbooks and Reference Materials: At NIEPMD the library boasts a comprehensive collection of textbooks and reference materials, covering a wide spectrum of academic disciplines. From foundational texts to advanced treatises, students have access to resources tailored to their educational needs and aspirations. Whether delving into the intricacies of special education or exploring the nuances of rehabilitation sciences, learners can find invaluable resources to support their academic journey.

Journals and Periodicals: In addition to textbooks, at NIEPMD library the library offers a vast array of scholarly journals and periodicals, providing insights into the latest research, developments, and trends in various fields. These publications serve as indispensable sources of information for students and faculty engaged in academic inquiry and research. Whether seeking peer-reviewed articles or staying abreast of current issues, patrons can rely on the library's collection of journals to expand their knowledge horizons.

Rare Books and Manuscripts: Enriching the library's collection are rare books and manuscripts, preserving glimpses of history, culture, and heritage. These treasures offer a window into the past, showcasing diverse perspectives and narratives. From ancient texts to medieval manuscripts, each artefact serves as a testament to humanity's intellectual and cultural legacy, inspiring curiosity and scholarly exploration in specific reference to persons with disability rehabilitation.

Digital Resources and Multimedia Materials: Embracing the digital age, NIEPMD library provides access to a wealth of digital resources and multimedia materials. E-books, online databases, and audio-visual resources offer alternative pathways to learning, catering to diverse learning styles and preferences. Whether accessing digitized manuscripts or streaming educational videos, students can harness the power of technology to enhance their academic experience.

Discipline-Specific Learning Resources: Recognizing the importance of specialized knowledge, the library curates discipline-specific learning resources tailored to the unique needs of students and faculty. From assistive technology guides to rehabilitation therapy manuals, these resources empower learners with the tools and insights necessary to excel in their chosen fields. By providing access to discipline-specific resources, the library fosters expertise and innovation in diverse domains in various disability specific intervention.

Interactive Learning Spaces and Collaborative Tools: Beyond its collection of materials, the NIEPMD library offers interactive learning spaces and collaborative tools to facilitate knowledge sharing and academic collaboration. Group study rooms, multimedia stations, and maker spaces encourage collaborative learning and creative exploration.

File Description	Document
Link for any other relevant information	View Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	View Document

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any One of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links to additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1

Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 40

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 40

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Any additional information	View Document

4.4.2

Institution frequently updates its IT facilities and computer availability for students including Wi-

Fi

Response:

NIEPMD institution has a computer lab which includes with internet and intranet facilities. Many lessons are taught through power point presentation. The students have to prepare power point presentation and digital lesson plan to teach, their subjects in schools and class.

“Information and communication Technology” is offered as one of the paper. The students are encouraged to present their seminars through power point in the college as well as outside. The college has an excellent Educational Technology lab with all the electronic facilities. Students are encouraged to use PowerPoint presentation in their subjects and other classes. Computer laboratories are well utilized even after the class hours. All these practices ensure the optimal use of ICT facility.

ICT Lab users include Person with Disabilities, Parents, Teachers, Special Educators, Vocational instructors, HRD trainees, Internship students, Rehabilitation professionals, Teacher training institutes, Children in Special and Inclusive Schools, Visitors from various fields, Government Authorities.

Enhancing IT Facilities: Computer Availability and Wi-Fi Connectivity at NIEPMD upholds a commitment in providing cutting-edge IT facilities, ensuring seamless computer availability and robust Wi-Fi connectivity for its students. The institute frequently updates its IT infrastructure to meet the evolving technological needs of its academic community. Here's a detailed overview of the computer availability and IT facilities, including Wi-Fi, along with the dates and nature of updating:

Computer Availability for Students: NIEPMD maintains multiple computer labs across its campus to cater to the academic needs of students. These labs are equipped with modern desktop computers, printers, scanners, and software applications necessary for coursework, research, and project work. The institute regularly assesses the demand for computer resources and undertakes measures to enhance availability and accessibility.

NIEPMD initiated a significant upgradation to its computer availability for students. This upgrade involved expanding existing computer labs and deploying additional computers to meet the growing demand. New computers were installed with updated hardware and software configurations, ensuring compatibility with the latest academic requirements and software applications.

Furthermore, the institute implements a proactive maintenance schedule to upkeep the functionality and performance of its computer facilities. Regular checks, software updates, and hardware replacements are conducted to address any issues and minimize downtime. This approach ensures that students have reliable access to computers for their academic endeavours throughout the academic year.

IT Facilities including Wi-Fi: Wi-Fi connectivity plays a vital role in enabling students to access digital resources, collaborate online, and engage in remote learning activities. Recognizing its importance, NIEPMD continuously upgrades its Wi-Fi infrastructure to provide seamless and secure connectivity across the campus.

The upgraded Wi-Fi network provides students with enhanced connectivity, allowing them to access online resources from anywhere on campus. NIEPMD prioritizes cyber security in its Wi-Fi network infrastructure

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document
Link for any other relevant information	View Document

4.4.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 50.32

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
182	154	490	820	479

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for any additional information	View Document

4.5.2

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. At NIEPMD (National Institute for Empowerment of Persons with Multiple Disabilities), a paramount focus is placed on the establishment and implementation of robust systems and procedures for maintaining and utilizing its physical, academic, and support facilities. These encompass various domains such as laboratories, libraries, sports facilities, computers, and classrooms. Here's an insightful glimpse into the meticulous frameworks that ensure efficiency and excellence in facility management at NIEPMD:

Laboratories: NIEPMD's laboratories are pivotal hubs for practical learning and research, catering to the diverse needs of students across various disciplines. Established systems and procedures govern the maintenance and utilization of these facilities, ensuring that they remain well-equipped, safe, and conducive to experimentation. Regular checks, equipment calibrations, and safety protocols are implemented to uphold standards of quality and compliance. Additionally, scheduling mechanisms ensure equitable access for students and faculty, optimizing utilization while fostering a culture of scientific inquiry and innovation.

Library: The library at NIEPMD serves as a cornerstone of academic enrichment, providing access to a vast repository of learning resources and fostering a culture of inquiry and discovery. Systems and procedures are in place to maintain and manage the library's collection, including cataloguing, circulation, and preservation efforts. Moreover, user-friendly policies and guidelines facilitate seamless utilization of library resources by students, faculty, and staff. Regular assessments and feedback mechanisms inform continuous improvement initiatives, ensuring that the library remains responsive to the evolving needs of its users.

Sports Facilities: Physical fitness and recreational activities are integral components of the holistic development fostered at NIEPMD. The institute boasts state-of-the-art sports facilities that are

meticulously maintained and utilized through established systems and procedures. Timely maintenance schedules, equipment inspections, and safety protocols ensure the safety and well-being of users. Furthermore, structured programs and events promote active participation and skill development among students, fostering a sense of camaraderie and sportsmanship.

Computers: In today's digital age, computers play a vital role in facilitating learning, research, and communication. NIEPMD maintains a robust IT infrastructure, governed by established systems and procedures to ensure the availability, security, and optimal performance of computer facilities. Regular maintenance, software updates, and cybersecurity measures safeguard against downtime and cyber threats, facilitating uninterrupted access to digital resources for students and faculty alike.

Classrooms: Classrooms serve as the primary settings for academic instruction and collaboration at NIEPMD. Systems and procedures are in place to maintain these spaces, ensuring cleanliness, functionality, and accessibility. Timely repairs, ergonomic furnishings, and audio-visual equipment enhance the learning environment, facilitating effective teaching and learning experiences. Additionally, scheduling protocols optimize classroom utilization, accommodating diverse instructional needs and preferences.

NIEPMD works to excellence in facility management is evident in the establishment and implementation of robust systems and procedures across its physical, academic, and support facilities. By upholding standards of quality, safety, and accessibility, the institute fosters an environment conducive to holistic development, academic excellence, and inclusivity. Moving forward, NIEPMD remains steadfast in its dedication to continuously enhancing facility management practices to meet the evolving needs of its academic community and uphold its commitment to excellence

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for any other relevant information	View Document
Link for log book or other records regarding maintenance works	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 25.51

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2022-23	2021-22	2020-21	2019-20	2018-19
127	105	91	95	50

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document
Link for additional information	View Document

Other Upload Files

1	View Document
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5.1.3

Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 59.72

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2022-23	2021-22	2020-21	2019-20	2018-19
247	378	300	147	62

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Any additional information	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document
Link for additional information	View Document

5.1.4

The Institution has an active international student cell to facilitate study in India program etc.,

Response:

As a pioneer institute in the field of disability rehabilitation NIEPMD promotes various type of internship programme for students from international colleges. Students from the field of engineering, bio technology and community programme. In addition to this MOU university from therapeutic and allied field do send their students for upgradation on programme related to disability rehabilitation. Similarly, a dual programme with Cambodia was carried out to share the knowledge of trans disciplinary approach with their countries. Every college of NIEPMD facilitate their domain of specialization for active involvement of students. Guidance and hand holding support provided for students to have an aptitude about the global scenario about higher education in various part of the globe.

File Description	Document
Any additional information	View Document
Link for international student cell	View Document
Link for Any other relevant information	View Document

5.1.5

The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. Adoption of guidelines of Regulatory bodies

2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

Response: Any 2 of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 0.48

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ **GPAT**/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
38	42	0	62	34

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document

5.2.2

Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 0

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.2.3

Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

Response: 11.21

5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 12

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 14

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

2022-23	2021-22	2020-21	2019-20	2018-19
1	8	1	3	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

Other Upload Files

1	View Document
2	View Document

5.3.2

Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

NIEPMD creates a platform for the active participation of the students in the various academic administration as part of their course curriculum. This empowers the students in gaining leadership qualities, rules, regulations, and execution skills, selection, constitution, activities, and funding. Each college of NIEPMD has a representative council, which is called Class Committee and includes student as a member too. At NIEPMD student members bring forward the views and suggestions of the entire class with respect to the faculty, subjects, syllabus, and other related requirement to their course. By this method NIEPMD promotes active participation and representation of students towards holistic all round development during their period of stay in the college.

Thus the Student Council support students to share their ideas, interests, and concerns with their concerned departmental lecturers and principal. They often also help raise funds for -wide activities (CSR activities), including social events, community projects and outreach programme. As part of encouragement exposure were given with MOU colleges the array of work being conducted by their counter parts students in order to promote student's inclusion. In addition to this various events and occasion of the institute celebration the active partaker is student's community of various college. During this occasion opportunity were given for interaction among students and life skills training on decision making, critical thinking, problem solving, management of stress & emotions, etc. Thus the student council of various college actively participate in all this programme. On priority students were taught and trained to deal with persons with disabilities and their family members with empathy and fashion for working.

Also to mention that in various academic committee of the colleges student's representative were given an opportunity as an active member. Here they are given chance to take decisions which are necessary for the future job. Special emphasis was given for employability skills training during their part of internship and course of studies. Every college from MPhil level to degree level hand holding mentors were provided. Since students are from different parts of the country and various discipline support service given for their future stay and adjustment within the campus. One such active involvement of students is the functioning of the canteen by the student council and its day to day functioning. Also students are involved in national celebration events where students are taught on the national integrity through involvement of various college students representatives, where inter-discussion opportunities given for all the students.

Various programs like paper presentations, workshops, and seminars are organized by these council of respective colleges every year. Students represent for conducting various programs Digital Literacy Cultural Committee, Exam Committee (Alumni for paper Evaluation), Academic committee, Anti-Ragging Committee, Sports Games Committee, Awareness Committee. The funding for various activities is facilitated by the Institute.

File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

5.3.3

Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Response: 10.6

5.3.3.1 Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	6	17	6

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.4 Alumni Engagement

5.4.1

The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.

Response:

One of the main objectives of Alumni is for the Growth and Development of the Institute. The alumni's contributions in the growth and development process of the students are given below. The Alumni supports in establishing Networking with all students. This platform at NIEPMD acts as a platform for various students of different colleges. Connects them as a referral agency to various organisations working in the field of disability rehabilitation. Since our students are from various discipline track record of the

students going for job and higher studies are monitored periodically by the faculty members of respective colleges. It helps the college in updating about the placements of pass out students. This alumni association furnishes information about job opportunities in schools its feedback has helped in improving the existing curriculum, organizing new activities.

It has given many valuable suggestions for the augmentation of the Institute. In addition to this various refresher course and continuous rehabilitation education approved by RCI conducted for enriching knowledge among the pass out professionals of this college. In addition to this many students are hand held for higher education at post graduate level to various government and colleges in connected to their place of living. Since NIEPMD started having aspiring students to pursue higher education at other countries, role model and faculty support given for admission at other universities inside and outside.

Also to record that nearly 30 pass out of the students of this institute from various colleges are in turn recruited at this institute. This group of Alumni act as a source of referral for other students in communicating the necessary message and information. In addition to this NIEPMD alumni group act as a source of gateway for sharing information on recent updates of services available, technology innovation, new courses etc., Thus the various college of

NIEPMD functions by involving the Alumni of respective college for enriching students and pass out trainees in the field of disability rehabilitation.

File Description	Document
Any additional information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for Additional Information	View Document
Lin for quantum of financial contribution	View Document

5.4.2

Provide the areas of contribution by the Alumni Association / chapters during the last five years

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: D. Any two of the above

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The Director, NIEPMD and Heads of the department makes action plans in consultation with faculty members to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required. The requirements for policy making and planning are collected by the Principal through interaction with various stakeholders and feedback obtained from IQAC. The Director ensures that all stakeholders are involved in different activities. The faculty members play major role in various committees and cells to contribute in decision making, implementation of plans and formulating perspective /strategic plans for the future endeavours. The Governing body, academic council and Boards of Studies are the bodies which hold topmost position in the administrative hierarchy. They comprise eminent academicians, industrialists and administrators formulating the rules and regulations for Academic and Administrative functions in tune with the vision and mission statements of the institute. Vision, Mission, short term and long term goals, quality policies are kept wide open to all stakeholders for their suggestions, necessary training is provided to its faculty and supporting staff for their development and motivates the team building and team work to create healthy work culture. The participatory role of the management encourages and sustains the involvement of the institute staff, which is necessary for the efficient and effective running of the institute.

Perspective Plans:

NIEPMD have its well thought perspective plan for the overall development in academics and research.

- Enhance and enrich educational opportunities and ensure a focus on the student.
- Recruit, retain, and enable a diverse community of exceptional faculty, staff and students.
- Increase research enterprise and impact.
- Establish a culture of innovation and change.
- Develop strategic partnerships and interdisciplinary collaborations
- Increase visibility, outreach, and community engagement
- Develop a sustainable infrastructure

One of the most important managerial concepts of the institution is that the administration is managed through Faculties / Staffs as chairpersons and members of various committees with student/parent/management representation. This has created a sense of involvement and responsibility among all the staff members resulting in efficient administration of the institution. Every year, the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members. The teachers also help in designing quality policy and plans based on their working experience and the feedback they received from various channels. The Heads of various committees/cells conduct regular meetings with respective members at all level. This encourages

employees to render innovative ideas that would go a long way in student support and services.

File Description	Document
Any additional information	View Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for additional information	View Document
Link for achievements which led to Institutional excellence	View Document

6.1.2

Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The Institutions follows the Professional Management approach in managing the Institutions. The Professional Management aims at implementing the concept of innovativeness in managing the academic and administrative matters. The Institutions always believe in the practices of decentralisation and participative management. Practice of Decentralisation is having own significance in the management. It reflects the policy decision making, planning and administration, and office management. Management and Administration is responsible for quality initiative to promote education to all sections. The Institutions enhance the quality at various levels - Management, College Development Committee, Governing Council, Principal, Vice-Principal, IQAC Committee, NAAC Committee, Various Committees, Academic Staff Welfare, Administrative and Non-Teaching Staff, NCC, NSS, all the stakeholders involve in the decentralisation and participative management all are working together for efficient functioning of the Institutions.

1. Management:

The Institution promotes a culture of decentralisation and participative management involving all types of stakeholders in the process of decision making. The management always believes in decentralisation and participative management. The management endeavours best substantial independence to the Institutions in all area of decision making process.

2. Administration:

Administration is the backbone of the Institution. Institution firmly believes to provide quality education to the society. The College administration plays an integral role, leading and supporting the development and implementation of policies, programs, and initiative that are associated with the vision and mission of the college. The administration ensures the smooth functioning in the all areas like Admissions, Account and Finance, Record Keeping, Evaluation and Supervision, and Maintenance.

3. Faculty Members:

Faculties maintains the healthy relationship with students, faculties, and community. The faculties are executing the policies and programs accurately and constructively. The College faculties represent the ethics and attend the professional ethics in the education.

4. Departments:

The Primary role of the department is to provide the academic excellence in all activities. The Departments and Head of the Department are performing their role and responsibilities initiated with the vision and mission of the college.

5. Non-Teaching Staff:

In the administration non-teaching staff plays crucial role in managing the day-to-day work. The assigned to non-teaching staff is to meet and accomplish operational and strategic objectives.

File Description	Document
Any additional information	View Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

The college will implement e-governance in all aspects of functioning like library, accounts, admissions, administration, teaching, etc. The policy is designed and framed to make each and every function transparent and accountable. The College decides to make the following policies and procedure:

Website:

The website will act as an information center which will reflect about the college, all its activities, important notices, courses offered, etc. For this purpose, a separate service provider/web designer will be appointed by the college. Training will be given to the administrative and teaching staff to make important updates on the website. A Website Committee to be formed for the administration of the college website. The Committee will look after the process of updating, maintaining and working of the website on a regular basis. The Committee will also look for other changes that are required on the website. The College strives to showcase its vibrant self and activeness through its website. All the

important notifications have to go live on the website as and when they are released

Student Admission:

An open and transparent strategy for the admission process is followed which is further strengthened by the ethical practices and regulations as opined by the respective Universities. NIEPMD brings out its Brochure which is displayed on the website that has guidelines for the admission process. An Admission Portal to be used to manage the admissions in the college. Number of students applying to each course, withdrawals, fee submission, all to be managed through this Portal only. Students are required to submit a separate Application Form for taking admission to the NIEPMD.

Accounts:

The office continues to maintain its account on Tally. Latest versions of the software to be purchased and used by the college. Advanced features help the staff to maintain financial records effectively and efficiently. Profit and loss, Balance Sheet are generated through this software only. All the analysis reports are also generated through Tally. Appropriate security measures should be taken for maintaining confidentiality of the transactions. Training to the existing staff and updation of the existing software must be done regularly. The College also uses multiple software like Public Financial Management System (PFMS) which is used to manage the funds received from the Government, Payroll Management System which helps to automatically calculate the salary, generate salary slips, disperse the salary to the bank accounts. TDS, Provident Fund, Allowances, etc all are managed by this system. Reports can be generated for all Staff members. Payments are generally made and received through online mode such as NEFT, RTGS, Bank Transfers, etc.

File Description	Document
Any additional information	View Document
Link for organisational structure	View Document
Link for additional information	View Document
Link for strategic Plan document(s)	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document

6.2.2

Implementation of e-governance in areas of operation

- 1. Academic Planning and Development**
- 2. Administration**
- 3. Finance and Accounts**
- 4. Student Admission and Support**

5. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff

Response:

- Realizing that the staff welfare measures are the key points to staff satisfaction and realization of mission and vision the staff welfare policy of NIEPMD have been documented and implemented. The policy deals with all aspects of welfare. The employee represents the human resource factor in all constituent units. The university is committed to enhance motivation of employees through incorporation of staff welfare practices.
- NIEPMD sets the standard for high quality Rehabilitation and Allied science education for empowerment of persons with disabilities. We impart knowledge, training and professional experience to students and professional interested in making a career in Health and Technical Sciences, and other subjects related to humanities. For this, we are committed towards creating and sustaining the conditions that enable students to experience an unparalleled educational journey that is intellectually, socially and personally transformative and wedded to human values. The mission of NIEPMD is to provide quality education and training in all its courses with the state of art infrastructure. We educate the citizens and citizen-leaders of our society.
- The aim of the staff welfare policy of NIEPMD is to ensure a healthy comfortable safe, secure and ethical working environment.

- The Policy is applicable to all staff members working in constituent units of the NIEPMD and

employees of university itself. The Welfare activities create satisfied workforce there by leading to an excellent overall performance. The efficiency of the employees is directly proportional to their physical, emotional and financial wellbeing. The Image of organization depends on satisfied workforce. It enhances quality of various services offered. The Organization believes in healthy relationship and is always open for communication with employees of all grades and respects their views.

- No discrimination based on caste, religion and disabilities
 - Gender Equity
 - Total Transparency
 - Confidentiality on private affairs of employees
 - To Create staff awareness about their Welfare Measures
 - Effective and timely Grievance Redressal
- NIEPMD has provided for welfare measure to teaching & non-teaching staff as per the DEPwD norms such as Recruitment as per DEPwD norms, Grades and Designations as per DEPwD norms, Pay Scales, Recruitment Policy, Adhoc Employment for Administrative Staff, Recruitment Procedure, Probation Policy, Performance Appraisal Policy, Induction Policy, Group Insurance, Gratuity & ESI & PF provisions, Off-Campus Medical Facilities, Reimbursement of Education fee for family members, Reimbursement of Telephone Expenses, Incentive Policy for Research & Publication, Domestic Travel Policy, LTC facilities, TA & DA facilities as per norms, Leave Policy for Employees on regular rolls, Internal Promotion Policy for Teaching Staff, Internal Promotion Policy for Administrative Staff, Time & Attendance Management Policy, Code of Conduct, Policy against sexual harassment, Grievance Management Policy, Policy on Quality Improvement Program, Retirement from Service.

File Description	Document
Any additional information	View Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	View Document

6.3.2

Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 17.05

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and

towards membership fee of professional bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	4	6	12

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 61.6

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
121	75	25	64	23

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 21.75

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	8	6	16

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View Document
Any additional information	View Document
Link to additional information	View Document
Link of AQARs for the last five years	View Document

6.3.5

Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The analysis of an employee's recent successes and failures, personal strengths and challenges, and suitability for promotion or further improvement is known as performance appraisal. As a result, as the need arises, training and mentoring are required. In terms of teacher performance evaluation, NIEPMD adheres to NEP-2020. The NIEPMD eco-system is open, collaborative, and data-driven. The employee's API score and interaction with technical experts in relation to the job description are crucial. In the case of non-teaching employees, only the matrix specified in the job description is considered. This system was created to aid employees' career development and advancement. Academic qualifications, teaching experience, feedback from students and colleagues, research experience and training, research projects and consultancy, attendance at Seminars / Conferences / Symposia / Workshops, number of publications/products/patents and communication skills are used to evaluate teaching staff performance.

Teaching innovations/contributions are evaluated based on contributions to curriculum design, teaching methods, laboratory experiments, evaluation methods, resource material preparation (including books and reading materials), laboratory manuals, and remedial teaching/student counselling. Non-teaching staff are evaluated based on their academic qualifications, work experience, the job role they are assigned, as well as deliverables and targets. During the appraisal process, the employee's leadership qualities are valued, as are the contributions made to the College/department/function, Co-curricular Activities, Enrichment of Campus Life (Hostels/sports/games/cultural activities), Students Welfare and Discipline, Membership/Participation in Committees/Fora on Education and National Development, and so on. The performance of faculty and staff members is evaluated on a regular basis. Salary and other benefits are increased or promoted based on the individual's performance. Increment has a fixed component and a performance component that is linked as a part (incentive) based on performance. When changes are made to the employee performance appraisal system, both teaching and non-teaching staff are notified. The teaching and non-teaching staffs are constantly informed of their performance in order to ensure that it corresponds to changing University standards/norms, which can provide

opportunities for future development. For example, each academic year, faculty must submit a self-evaluation report to a committee chaired by the Director of NIEPMD. An evaluation system is created in which student feedback, research, and examination results are given weightage and a score is calculated based on that. The appraisal report is distributed to the faculty by the Deans. Faculty are counselled and trained for continuous development based on such reports. A faculty incentive scheme is being developed in order to encourage faculty involvement in research, consulting, and field projects. It is expected that faculty will use their spare time to conduct research that will result in publications, patents, and product development. They (both faculty and non-teaching staff) are also encouraged to participate in various activities, which will help them improve their skills and gain practical experience, which will improve the quality of their performance.

File Description	Document
Any additional information	View Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

RESOURCE MOBILIZATION POLICY

The institutional financial management is a well-planned and transparent mechanism. The Resource Mobilization Policy enumerates strategies and protocols for financial planning and funds mobilization. The Management monitors the optimal utilization of funds in a manner that promotes learning and keeping in line with the vision and mission of the institution.

The resources required to achieve the vision and mission of the university include tangible and intangible resources i.e. Manpower, Equipment, Material and Academic Resources, Infrastructural and Financial Resources.

Human Resources

The NIEPMD will ensure that faculty needed to run the educational courses and research as per the laid down norms is available for the benefits of the students. For Officers of the NIEPMD and other non-

faculty staff the procedure laid down by statutes, ordinances and govt. policies will be adhered to.

Mobilization of Students against Cash Intake

The important part of cash inflow in budget outlay is the student admission and resulting fees received from them. In order to ensure that all seats are filled against approved intake following mobilization plan is implemented.

Quality Education

The NIEPMD shall ensure that the quality education is imparted by the excellent teachers so the alumni become ambassadors of the NIEPMD to mobilize for new admissions.

Infrastructure and Facilities

This attracts quality intake and enhances mobility to attract maximum admission. Efforts therefore shall be made for ensuring world class facilities

Advertisements and Publicity

The NIEPMD should invest certain amount annually on this head to mobilize admissions effectively and create a brand value. Advertisement and publicity of NIEPMD etc. shall also be made.

Equipment and Material Resources

Based on the Strategic Plan the requirement of equipment & material resources will be worked out by the NIEPMD for ratification/approval of the statutory bodies.

Infrastructural Resources

In order to operate the approved academic programmes effectively and provide administrative support, the building and basic infrastructural requirements shall be worked out by the NIEPMD for approval of Building Committee, Finance Committee and Executive Council

Funds Mobilisation

Based on Student Intake, faculty, laboratory/library and infrastructural requirements shall be worked out. The details of funds requirement will be examined and cash inflow/out flow will be worked out for ratification/approval of the concerned statutory bodies. Resource Mobilization shall be carried out around following broad contours: -

1. Cash inflow from academic and hostel fees from students.
2. Cash inflow from Government grants under DEPwD, MSJE
3. Cash inflow from Consultancy, Alumni, extramural research grants.
4. Cash inflow from short-term deposits and from saving accounts.

5. Cash inflow from Corporate Social Responsibilities

6. Cash inflow from Research schemes / other governmental schemes

Mobilization Plans

Maximize Cash

In Flow Necessary steps shall be taken to ensure that admissions are done as per plans, fee is received on time and efforts are made to materialize inflow from fees and other planned resources.

File Description	Document
Any additional information	View Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Accounts department plays a pivotal role in achieving the objectives of the NIEPMD by providing a reliable framework that consistently, produce accurate financial information.

- To provide a basis for performance assessment of NIEPMD.
- Budgeting gives a framework to coordinate and develop the different segments of NIEPMD.
- To highlight the key performance indicates; to submit financial projections and compare the past performance.
- To place necessary internal controls within NIEPMD for the safeguarding of its resources.

We have audited the attached Balance Sheet of National Institute for Empowerment of Persons with Multiple Disabilities, Chennai as at 31st March, Income & Expenditure Account and Receipts & Payments Account for the year ended on that date under section 20(1) of the Comptroller & Auditor General’s (Duties, Powers and Conditions of Service) Act, 1971. These financial statements are the responsibility of the Institute’s management. Our responsibility is to express an opinion on these

financial statements based on our audit. This Separate Audit Report contains the comments of the Comptroller & Auditor General of India (CAG) on the accounting treatment only with regard to classification, conformity with the best accounting practices, accounting, standards and disclosure norms, etc. Audit observations on financial transactions with regard to compliance with the Law, Rules & Regulations (Propriety and Regularity) and efficiency-cum-performance aspects, etc., if any are reported through Inspection Report/CAG's Audit Reports separately. We have conducted our audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements. An audit includes examining, on a test basis, evidences supporting the amounts and disclosure in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall presentation of financial statements. We believe that our audit provides a reasonable basis for our opinion.

Based on our audit, we report that:

- We have obtained all the information and explanations, which to the best of our knowledge and belief were necessary for the purpose of our audit.
- The Balance Sheet, Income & Expenditure Account and Receipt & Payment Account dealt with by this report have been drawn up in the format approved by Government of India, Ministry of Finance.
- In our opinion, proper books of accounts and other relevant records have been maintained by National Institute for Empowerment of Persons with Multiple Disabilities Chennai as required in the rules and regulations of the Institute in so far as it appears from our examination of such books.

File Description	Document
Any additional information	View Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document
Link for any other relevant information	View Document

6.4.3

Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 164.59

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
43.66800	25.0000	31.75000	53.71992	10.44847

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Functions of the IQAC

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the Institution;
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes;
- Dissemination of information on the various quality parameters of higher education;
- Organization of inter and intra College / Institution workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities of the Institution, leading to quality improvement;
- Acting as a nodal agency of the NIEPMD for Coordinating quality-related Activities, including adoption and dissemination of best practices;
- Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- Development of Quality Culture in NIEPMD;
- Preparation of the Annual Quality Assurance Report (AQAR) as per the guidelines and

parameters of NAAC, to be submitted to NAAC.

Mechanism of the IQAC

Monitoring Mechanism:

The IQAC is supposed to submit the Annual Quality Assurance Report (AQAR) of the NIEPMD duly approved by statutory bodies of the NIEPMD to NAAC regularly. The functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Report (AQAR) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. The IQAC shall create its exclusive window on the official website of NIEPMD and regularly upload its activities and the AQAR.

Working Mechanism:

- To develop the framework and its implementation to set the quality benchmarks
- To set the parameters for various academic and administrative activities of the institution and its regular monitoring.
- To update the feedback forms and AAA format periodically.
- To collect and analysis of feedback from all stakeholders on quality-related institutional processes.
- Periodical conduct of Academic and Administrative Audit (AAA) and its follow-up.
- To organize inter and intra institutional capacity building programmes for students, teachers and nonteaching staff.
- Documentation of the various programmes/activities leading to quality improvement.
- Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines of NAAC.

- Regular conduction of IQAC meeting as well as organize meeting with the QEWC monitor the quality enhancement activities at College and Department Level.

IQAC Initiatives for Quality Improvement

- NAAC Accreditation
- RCI-CRE Participation
- Timely submission of AQAR data
- Implemented the Choice Based Credit System (CBCS)
- Developing the Mechanism for Slow Performer and Fast Learners for all the Faculties and has got the copyright of the developed mechanism.
- IQAC has transformed the manual input system of stakeholder's feedback into an online system
- Designed of Stakeholder's feedback forms and analysed the overall stakeholder's feedback responses to develop action taken strategy duly passed by Academic Council
 - Conducted the Internal and External Academic and Administrative Audit successfully
 - This platform is useful for providing expert knowledge to faculty members and researchers to add their research publication by linking their Academic ID.
 - Organized 12+ quality enhancement programs for students, teachers and Non-teaching staff
 - Reviewed all the amended policies of the NIEPMD.

- Human Resource Development Programme for Persons with Multiple Disabilities and Developmental Disabilities certification with ISO 9001:2015

File Description	Document
Any additional informaton	View Document
Link for any other relevant information	View Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document

Other Upload Files

1	View Document
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6.5.2

Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 0

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC)**
- 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements**
- 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.**
- 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

Response: C.Any two of the above

**Self Study Report of NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE
DISABILITIES (NIEPMD)**

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 7

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	01	02	00

File Description

Document

Report gender equity sensitization programmes

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Extract of Annual report

[View Document](#)

Copy of circular/brochure/ Report of the program

[View Document](#)

7.1.2

Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

NIEPMD Shows gender sensitivity through various initiatives and actions for creating safe, Secure and healthy atmosphere in the campus. Sensitization of the students and special needs beneficiaries of the NIEPMD is done through special lectures and functions. Colleges of NIEPMD ensures males and females have equal opportunities in terms of economic, social, cultural, and political developments. We promote gender equity is exactly achieved this will contribute to a future without any gender bias. Education deals with formation of habits of human beings. Hence, NIEPMD takes academic programmes seriously to focus on promotion of equal participation of women and men in making decisions; reducing enrolment gap between women's and men's access; giving equality in learning process, educational outcomes and external results; and providing equal benefits for both Gender. The concept of gender equity refers to "fairness of treatment for both women and men, according to their respective needs. This may include equal treatment or treatment that is different but Which is considered equivalent in terms of rights, benefits, obligations and opportunities"

Specific initiatives with respect to key areas are as follows:

Safety and security

Safety of girls is a top priority at our college campus. Nowadays, safe and supportive campus community is both an obligation and a challenge for college administrators and students. Institute provides a comprehensive range of security amenities especially for girls within the premises, through a dedicated team of security personnel. It is a common phenomenon that most of the outstation students enrolled for different courses come out of their homes and cities for the first time in their life. NIEPMD gives utmost importance to provide them a comfortable and safe ambience of 'feel at home' within the campus. Women safety at any college campus is a serious concern now. According to a poll, 86% of parents believe that the safety of the campus is one of the most important factors in choosing one institution over the other. This concern is effectively handled by NIEPMD and it is solved through awareness and prevention programs, dialogue and action. Students are given regular indirect lessons through faculties about sexual assault and its prevention from the college level itself so that they become more aware and alert and do not hesitate in taking preventive and safety actions. It is aimed at any such disdainful circumstances are encountered in future. By following effective actions have been taken to ensure safety of the girl students. Visitors register The institute keeps visitor log register to record the details of any person entering the college premise

CCTV Camera

24-hour CCTV surveillance is maintained in the Institute. It helps to keep a check on student activities. Students, beneficiaries with PwDs and other employees in the college too remain cautious about the surveillance. The discipline is maintained in the institute and it provides a sense of security to the students and even their guardians. Students wear identity cards at all times to ensure their identity. The institution takes good care of the students in every aspect.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Annual gender sensitization action plan	View Document

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Response: E. any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Any additional information	View Document

7.1.4

Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Wastes are disposed at different intervals at different modes at the institute. Bio-degradable wastes are separated and treated according to their physical nature. The bio degradable wastes are collected and composed in traditional manner in the institute.

Solid waste management:

There is no human hazardous solids are utilised at this campus. Even though the general environmental waste were handled and collected, dumped and decomposed for the natural manure for the trees. Beside that the furniture waste, paper waste is collected and stored for connecting with the recycling chains available in the community. Solid wastes are disposed though Salvage clearance mechanism.

Liquid waste:

There is no hazardous liquids are used in the campus as no chemical is used for any teaching or training purposes. The house keeping materials and other floor cleaning chemicals are stored and handled by specific staff engaged for the purpose.

STP Plant: Sewage treatment plant was installed at NIEPMD, backside corner of the campus. The waste water and drainage waste were treated and cycled water is used for watering the trees and lawns. This protected area is managed by the estate and maintenance department. There is proposal in pipeline for additional plants as the footfall of the institute is increasing.

Rain water harvesting is taken care at NIEPMD. All rain water channels are connected to the open wells which situated at the back side of the building.

General treatment plant for departmental and house hold will be set up rotatable and non-biodegradable waste will be separated and treated according to their physical nature.

Bio-medical wastes are not avialbale as no hospital is attached to it.

E-wastes are avoided as much as possible at utilising them for the maximum level. The institute have a Annual maintenance contract for Electrical appliances and computer peripherals. Thus its limits the e-waste and ensure the longevity of the working condition. This helps in the reduction of e-waste and recycle them for more effective usage. If it becomes totally unusable then it is handed over to the waste removal persons with utmost care for further disposal and connects in the salvage clearance mechanism of the institute.

Tree Plantation drive is conducted during the visits of Higher Officials from government, during International Days and celebrations to keep the campus green and also to replace the dead trees/plants.

Observance of Swachchata Pakwada is conducted every year to create awareness among HRD students, Staff members, workers and others on Cleanliness and healthy environment. The specific event is reported to the Department and NIEPMD gained outstanding medal in observing Swachchata Pakwada for the year 2023.

Established Nutrition Garden at NIEPMD Campus, to encourage and example to all the stakeholders to live in line with nature and practice healthy food habits.

Awareness programmes on avoiding plastics, effective usage of available resources, conservation of resources, natural ways of life are conducted to all the stakeholders at different times. At the same time, reduce-recycle-reuse policies are also propagated. Events are conducted to create wealth from waste.

File Description	Document
Any additional information	View Document
Link for geotagged photographs of the facilities	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for any other relevant information	View Document

7.1.5

Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Any additional information	View Document

7.1.6

Green campus initiatives of the Institution include

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastics**
- 5. Landscaping with trees and plants**

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Any additional information	View Document

7.1.7

The Institution has disabled-friendly, barrier-free environment

- 1. Built environment with ramps/lifts for easy access to classrooms**
- 2. Divyangjan friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities.

Special facilities are created for the Divyangjan students. Their mobility is supported with the provision of ramps and wheelchairs. Special accessible restroom facilities have been provided in the college premises. Audio-visual and Braille facilities are available for them. During the examination, scribes are arranged for the needy.

We have also provided hostel facilities both for boys and girls were in they come from different cultures but we don't find any reports of misunderstanding or conflicts among them In fact they turn out to be good friends. To share knowledge and build up skills, to help our children and adults with special needs find comforts and this is seen as a way to develop ideal professionals.

We also organize blood donation camps to help save the valuable lives of human beings and make our members the ones that looks upon the human race to teach them that we all are one and the same people who should value and respect the diversity, and treat every human being equally.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

We also initiate many competitions during these times to find expression of creative talents; and improve artistic taste among special needs children and trainees.

We also conduct sports for all including staffs of this institution and make everyone here feel friendly, and related so as to forget we belong to different groups and identify themselves as among a common group or even feel that this is a family

Our teaching is not a one-sided way of making our discourses, almost all of the staffs here know more than 3 languages. So, our trainees don't face difficulties in understanding what is being taught.

As a way to celebrate the diversity we provide our trainees the freedom to write their exams in their preferred language so as to help them to make full use of the exam, and reduce stress on their side.

Our children with special needs also take part in outdoor competitions and express their talents.

We follow a very systematic way in doing everything, be it teaching, special services research or any other issue we treat everything and everyone alike.

Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information/documents	View Document

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Any other relevant information	View Document
Web link of the code of conduct	View Document
Link for additional information	View Document

7.1.10

The Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

Our college celebrates National and International days enthusiastically every year. All staff members and students gather in the college to celebrate these days. Every culture has number of festivals and celebration has become a vital activity. Celebration of cultural and constitutional festivals is integral part of college's co-curricular activities.

The academic calendar is brimming with important events which show enthusiasm of this institution in celebrating many national as well as international days and commemorative events and festivals.

The institute celebrates the diversity by honouring all cultures equally beginning from the Pongal festival of Tamil Nadu that falls in the month of January till Christmas

Republic day is celebrated every year on 26th January and Independence Day is also celebrated on 15th August in the college with great enthusiasm and pride. It is a day to remember the struggles of freedom fighters and how India's constitution came into force.

Besides these two national days a number of other national and international days are also celebrated in our institution so that students get knowledge about the great personalities in our political, social, cultural and scientific history such as Mahatma Gandhi, Sardar Vallabhbhai Patel etc.

International Women day is also celebrated in our college on 8th March every year. International Yoga day is also celebrated on 21st June every year in the college.

Teacher's day is also celebrated on 5th September every year to celebrate the birth anniversary of Dr. Sarvepalli Radhakrishnan. This day is celebrated to promote the values and principles of a true teacher. On teacher's day students perform different activities like singing competition, speech competition, poem recitation etc. to entertain teachers. Students offer gifts to the teachers and at last they thank teachers by expressing their gratitude.

Hindi Diwas is also celebrated on 14th September by Hindi department. On this day, different activities like singing competition, speech competition, poem recitation etc. are organized in the college. "Swachh Bharat Abhiyan" was launched on 2nd October in order to honour Mahatma Gandhi vision of clean India. It served as great initiative in making students aware of importance of cleanliness. The birth anniversary of Sardar Vallabhbhai Patel on 31st October is celebrated as National Unity Day. It is a day of special occasion to encourage and reinforce the government dedication to preserve and strengthen unity, integrity and security of nation. 26th November is also celebrated as National Constitution day to commemorate the adoption of constitution of India by constituent assembly of India. On this day, Dr. B. R. Ambedkar, the creator of the constitution is remembered.

Additionally, disability specific days including international day for disabled, Helen Keller Day, Autism Day, Cerebral Palsy Day, Louis Braille Day, White Cane Day, Physio Therapy Day, Parkins Day, Occupational Therapy Day, World Mental Health Day(Month), World Hearing Day, vigilance awareness week are being observed and various awareness programs are conducted by the students in the community or at the institute level.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

1. TITLE OF THE PRACTICE: Extension and Outreach Service Centres

A large number of persons with disabilities living in rural, far-flung and remote areas do not get the attention that the persons with disabilities living in urban areas get. To make the services (evaluation, assessment, diagnosis, therapy, fitment, counselling and creating awareness) available; Outreach and Extension services are provided by NIEPMD, in line with NIEPMDs work to promote new strategies to reach persons with disabilities of the different age groups of different categories with different needs. NIEPMD started functioning at the following places

- Extension Centre
 - Rajiv Gandhi National Institute of Youth Development, Sriperumpudhur, was established on 18th September 2016
- Chengalpattu Medical College, Chengalpattu.
- Supportive assessment services to the State Govt. of Tamil Nadu for Issuing Disability Certification (SRTC)

A team of multidisciplinary team equipped with diagnostic equipment and fitment aid provides services by camping in rural and far-flung areas. Also, they guide local NGOs in the rural areas, in setting up service centres, pre-schools and vocational training centres. NIEPMD provides technical support on need and expertise based on a consultancy basis, It is ensured from the technical side to make the Extension Centre function to the fullest by engaging skilled manpower in the centre and by providing well-structured quality services to the clients.

OBJECTIVES OF THE PRACTICE:

- To serve as a total rehabilitation centre for persons with disabilities
- To establish linkages with existing medical, educational and employment services following the principles of community-based rehabilitation and offer extension services in the rural areas based on the socio-cultural background.
- To undertake services of education and skill development, leading to enhancement of opportunities for employment, rehabilitation, mobility, communication, recreation and integration in society.
- To guide the persons with disabilities to get the State & Central Govt. schemes and concessions

THE CONTEXT

Since, the National and apex institutions deal with specific areas of disability. Their infrastructure was not adequate to provide services to all states, including less-developed regions of the country, for want of facilities. Therefore, a need was felt to address the local/regional problems of PwD's and in order to fulfil the national objectives Extension Centers were opened at various places.

THE PRACTICE

These extension centers function in the same way as the Head Quarters. All the services of Head Quarters are given in a miniature level. Local areas are covered for services. If needed reference to Head Quarters or other centers are also provided. Evaluation of persons with disabilities.

EVIDENCE OF SUCCESS

Every day more number of beneficiaries attend the services and get benefitted. The increase in number of beneficiaries is the evidence of success. The reports of the same is submitted to DEPWD, MSJE, GOI periodically.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

National Institutes need to carry out the services within the funds allocated. Hence searching for a suitable place at a nominal cost is the first challenge. Appointing staffs with required qualification and experience is the next challenge. But with the support of the local government and wide advertisements both these challenges have been overcome.

TITLE OF THE PRACTICE:

2. Flagship programme for North East Region, SC/ST, PwD's

NIEPMD is the implementing agency, conducting various Training Programmes, Awareness Generation programmes and Events for PwDs with an aim to share knowledge and empowerment of PwDs / Parents / Professionals / Teachers / Special Educator /Anganwadi Workers / Nurse / Panchayat Leaders / School & College Students etc. the various training programmes in North Eastern States under the flagship programme project

DETAILS OF THE PROGRAMMES

NIEPMD proposes to conduct various Training Programme, Awareness Generation, and Events for PwDs with an aim to share knowledge and empowerment of PwDs / Parents / Professionals / Teachers / Special Educator /Anganwadi Workers / Nurse / Panchayat Leaders / School & College Students etc. belonging to North East Region (NER) Category under the Flagship Programme for North East Region

(NER) Project, funded by DEPwD, MSJ&E, Govt. of India. In this regard, NIEPMD invites proposals from organizations working in the field of disability across India

OBJECTIVES OF THE PROGRAMME

Training programme for persons with Disabilities, Professionals, Parents, and School & College students in NER population, persons belonging to SC/ST, PWD's issues among the community, SC/ST, PWD's families & other stakeholders

Exhibition/ Sports/ Cultural/ Creative arts for children with Special Needs and their family members in NER Population.

The training programs are aimed at providing knowledge on disability prevention, early detection of disabilities, disability rehabilitation and improving the quality of life.

THE CONTEXT

Creating awareness among the less attended groups is the basic of the programme. North East Region people have less exposure to other parts of India. The awareness about disabilities, Government schemes and policies are little less in these regions. Hence special programmes are needed to reach the not-reached.

THE PRACTICE

In collaboration with GOs, NGOs and voluntary organizations special awareness creation programmes are planned. As language is most important to make them understand what is said, local experts, government officials are invited for the programmes.

EVIDENCE OF SUCCESS

Initially, the people were not interested in attending the programmes. But now they show better interest and enthusiasm in learning about the causes and prevention of disabilities, Government schemes related to rehabilitation. They come forward to make them aware about these as the resource persons are local people and they speak their own language. Initially the number of programmes coordinated were very less. But in 2021-22 & 2022-23 the number of programmes greatly increased. In 21-22 overall 44 programmes were conducted. In 22-23 overall 63 programmes were conducted. This shows the involvement & interest of the people.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

As these people have less exposure to outside world and they also hesitate to mingle with outsiders, reaching them is a challenge. And language is another challenge. There are many local languages and we need to find the resource person who is familiar with that local language. With the support of the local GOs & NGOs resource persons could be selected.

File Description	Document
Any additional information	View Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

The institute annually caters to over 2.5 lakh individuals and families with disabilities across the country through its vast variety of services specifically designed to meet the needs individuals with multiple and other disabilities and we will ensure that the best opportunities and services are made available to the Divyangjan to help them attain their maximal potential. The institute also offers similar services through its Composite Regional Centres for Skill Development, Rehabilitation and Empowerment for persons with disabilities at Kozhikode, Port Blair, Madurai and Karaikal.

Apart from offering lifecycle need based multi-speciality services namely physical medicine, medical services, physiotherapy, occupational therapy, sensory integration, early intervention services, prosthetics and orthotic services, psychological intervention, inclusive preparatory and special school services, skill development programs, speech and hearing interventions, etc. to improve the quality of life of persons with disabilities and their families, NIEPMD also extensively engages in human resource development, parent empowerment programs, mobile services, distribution of aids and appliances, community based rehabilitation programs and research activities.

In addition to conducting the training programs nationally, the institute also conducts examinations for the various levels of programs at a national level through the National Board of Examination in Rehabilitation (NBER), a statutory body under the Rehabilitation Council of India.

Further, the institute offers various short-term training programs and Continued Rehabilitation Education (CRE) and are accredited by RCI (*Govt of India*) across the nation to strengthen the expertise and experience of the professionals to render the best possible services.

Research and Development is one of the important aims and objectives of the institute, with a primary focus to conduct both qualitative and quantitative research; for which it has signed Memorandum of Understanding (MoU) with various national and international educational institutes for the purpose of research, faculty exchange programs and human resource development.

The Accessible India Campaign to ensure access to build environment, transportation system and Information & Communication, and creating an accessible Eco-system; is endorsed by the institute throughout country. NIEPMD has received the National Award for Best Accessible Website for persons with Disabilities in the year 2011. The disability-friendly building of the institute got it the National Award for Creation of Barrier Free Environment for Persons with Disabilities in the Year 2012. Another credibility of the institute can be seen through its NAAC accreditation by UGC in the year 2018 and ISO - 9001 :2015 in the year 2019. Further, the institute offers accessible transport facility to its beneficiaries for availing services at the campus.

Through its various activities it can be seen that across the NIEPMD's agenda, the central focus is on the whole person with disability, whose ability function and quality of life are dependent on the complex interactions among personal, societal and environmental factors. The institute addresses a wide range of disabilities and impairments across populations of all ages; and plays a unique and significant role and invests in rehabilitation research that is tied more closely to the longer-term outcomes such as independence, community participation and employment

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8.Allied Health Sciences Part

8.1 Allied Health Sciences Indicator

8.1.1

Describe the programmes offered by the Institution during the last 5 years add a note on the percentage of programmes approved by the Regulatory Body/ies within 500 words

Response:

The Institute, with the aim of capacity building in the area of rehabilitation of the DIVAYNGJAN offers 16 programmes. These include 3 Master programmes [Masters of philosophy clinical psychology ,Master of education (special education –autism spectrum disorder), Master of education (special education-multiple disability)], 7 Bachelor programmes [Bachelor of prosthetics & orthotics, Bachelor of physiotherapy, Bachelor of occupational therapy, Bachelor of audiology and speech-language pathology Bachelor of education (special education –autism spectrum disorder), Bachelor of education (special education- deafblind), Bachelor of education (special education-multiple disability)], 3 Diploma programmes [Diploma in education (special education –autism spectrum disorder), Diploma in education(special education – cerebral palsy), Diploma in education (special education -multiple disability)],1 postgraduate diploma programme [Postgraduate Diploma In Early Intervention], 2 certificate programmes [certificate course in caregiving (rci), certificate course in community based inclusive development].

Approval from the concerned regulatory bodies always present from starting of any programme, which shows the institute promises towards the quality of education. All the Masters level and Bachelor level program of Special Education are affiliated and recognized by Tamilnadu teacher education university and Rehabilitation council of India respectively. All other Masters level program and Bachelor level programs are Affiliate & Recognized by The Tamilnadu DR. MGR Medical University and Rehabilitation council of India, respectively. Bachelor of physical therapy & Bachelor of occupational therapy they are affiliated by The Tamilnadu Dr. MGR Medical University only because absence of any other national or state council for them. All other diploma and certificate programs are affiliated and recognized by National Board of Examination & Rehabilitation - Rehabilitation council of India.

All the departments are well equipped with the state of the art laboratory facility for clinical services and research, all genre of books are available in the central library of the institute related to the respective field. NIEPMD believe and provide its student to an environment that make knowledge effortless. Which giving broad-spectrum services like Prosthetics and Orthotics, Physical therapy, occupational therapy, clinical psychological counselling& therapy, special education to DIVYANGJAN with suitable TLM materials, vocational training, early intervention to the all type of multiple disabilities DIVYANGJAN raging from mild to profound category of disabilities. It also working on the making of self-esteem, skilful professional on the respective disability rehabilitation disciplines. NIEPMD always assertive towards the clinical services, clinical education and towards clinical research in the field of disability prevention and assistance to DIVYNGJAN.

100% the programmes are approved by the respective council and affiliated to universities. The validity of the affiliation and approvals are maintained; the renewals are initiated as per time line meticulously. Keeping in recent changes of the policy of the government, the programmes are modified and new

programs are introduced. One such program is Diploma in special education multiple disabilities which offered instead of Two Diploma Programmes in the field of special education. The students are exposed t multi-disciplinary team of rehabilitation enhances the trans disciplinary interactions which promotes effective service delivery to the end user.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Links for Minutes of relevant Academic Council/ BOS meetings	View Document
Links for Details of the programs/courses offered during the last 5 years	View Document

8.1.2

Provide a description of how the Clinical / Equipment/ Instruments and Laboratory Learning Resources are used for the AHS students within 500 words

Response:

The Institute, with the aim of capacity building in the area of rehabilitation of the DIVAYNGJAN offers 16 programmes. These include 3 Master programmes [Masters of philosophy clinical psychology ,Master of education (special education –autism spectrum disorder), Master of education (special education-multiple disability)], 7 Bachelor programmes [Bachelor of prosthetics & orthotics, Bachelor of physiotherapy, Bachelor of occupational therapy, Bachelor of audiology and speech-language pathology Bachelor of education (special education –autism spectrum disorder), Bachelor of education (special education- deafblind), Bachelor of education (special education-multiple disability)], 3 Diploma programmes [Diploma in education (special education –autism spectrum disorder), Diploma in education(special education – cerebral palsy), Diploma in education (special education -multiple disability)],1 postgraduate diploma programme [Postgraduate Diploma In Early Intervention], 2 certificate programmes [certificate course in caregiving (rci), certificate course in community based inclusive development].

Approval from the concerned regulatory bodies always present from starting of any programme, which show its promises towards the quality of education. All the Masters level and Bachelor level program of Special Education are affiliated and recognized by Tamilnadu teacher education university and Rehabilitation council of India respectively. All other Masters level program and Bachelor level programs are Affiliate & Recognized by The Tamilnadu DR. MGR Medical University and Rehabilitation council of India, respectively except Bachelor of physical therapy & Bachelor of occupational therapy they are affiliated only by The Tamilnadu Dr. MGR Medical University because absence of any other national or state council for them. All other diploma and certificate programs are

affiliated and recognized by NBER-NIEPMD and Rehabilitation council of India.

All the departments are well equipped with the state of the art laboratory facility for clinical service and research, all genre of books related to the respective field respectively. NIEPMD believe and provide its student to an environment that make knowledge effortless. Which giving broad-spectrum services like Prosthetics and Orthotics, Physical therapy, occupational therapy, clinical psychological counseling & therapy, special education to DIVYANGJAN with suitable TLM materials, vocational training, early intervention to the all type of multiple disable DIVYANGJAN as well as to the uniquely disable DIVYANGJAN. It also working on the making of esteem skillful professional on the respective field mention above. And the NIEPMD always assertive towards the clinical services, clinical education and towards clinical research on the field of disability prevention and assistance to DIVYNGJAN.

File Description	Document
Any additional information	View Document
Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources / Hospital Management Information System	View Document
Link for Additional Information	View Document
Links for Year-wise outpatient and inpatient statistics for the last 5 years	View Document

8.1.3

Mechanism in place in the teaching Institute/ Hospital for providing disability certificates/ concessional facilities to the needy population as per RPWD Act 2016. Describe within 500 words.

Response:

The Institute, with the aim of capacity building in the area of rehabilitation of the DIVAYNGJAN offers 16 programmes. These include 3 Master programmes [Masters of philosophy clinical psychology ,Master of education (special education –autism spectrum disorder), Master of education (special education-multiple disability)], 7 Bachelor programmes [Bachelor of prosthetics & orthotics, Bachelor of physiotherapy, Bachelor of occupational therapy, Bachelor of audiology and speech-language pathology Bachelor of education (special education –autism spectrum disorder), Bachelor of education (special education- deafblind), Bachelor of education (special education-multiple disability)], 3 Diploma programmes [Diploma in education (special education –autism spectrum disorder), Diploma in education(special education – cerebral palsy), Diploma in education (special education -multiple disability)],1 postgraduate diploma programme [Postgraduate Diploma In Early Intervention], 2 certificate programmes [certificate course in caregiving (rci), certificate course in community based inclusive development].

Approval from the concerned regulatory bodies always present from starting of any programme, which show its promises towards the quality of education. All the Masters level and Bachelor level program of Special Education are affiliated and recognized by Tamilnadu teacher education university and Rehabilitation council of India respectively. All other Masters level program and Bachelor level programs are Affiliate & Recognized by The Tamilnadu DR. MGR Medical University and Rehabilitation council of India, respectively except Bachelor of physical therapy & Bachelor of occupational therapy they are affiliated only by The Tamilnadu Dr. MGR Medical University because absence of any other national or state council for them. All other diploma and certificate programs are affiliated and recognized by NBER-NIEPMD and Rehabilitation council of India.

All the departments are well equipped with the state of the art laboratory facility for clinical service and research, all genre of books related to the respective field respectively. NIEPMD believe and provide its student to an environment that make knowledge effortless. Which giving broad-spectrum services like Prosthetics and Orthotics, Physical therapy, occupational therapy, clinical psychological counseling & therapy, special education to DIVYANGJAN with suitable TLM materials, vocational training, early intervention to the all type of multiple disable DIVYANGJAN as well as to the uniquely disable DIVYANGJAN. It also working on the making of esteem skillful professional on the respective field mention above. And the NIEPMD always assertive towards the clinical services, clinical education and towards clinical research on the field of disability prevention and assistance to DIVYNGJAN.

File Description	Document
Any additional information	View Document
Links for Details of disability certificates issued in the last 5 years	View Document
Link for Additional Information	View Document

8.1.4

Describe the mechanism in place in the teaching Institute/ Hospital for implementing the various schemes for the needy population under schemes such as Assistance to Disabled Persons (ADIP) scheme/ Empanelled professionals, within 500 words

Response:

The Institute, with the aim of capacity building in the area of rehabilitation of the DIVAYNGJAN offers 16 programmes. These include 3 Master programmes [Masters of philosophy clinical psychology ,Master of education (special education –autism spectrum disorder), Master of education (special education-multiple disability)], 7 Bachelor programmes [Bachelor of prosthetics & orthotics, Bachelor of physiotherapy, Bachelor of occupational therapy, Bachelor of audiology and speech-language pathology Bachelor of education (special education –autism spectrum disorder), Bachelor of education (special education- deafblind), Bachelor of education (special education-multiple disability)], 3 Diploma programmes [Diploma in education (special education –autism spectrum disorder), Diploma in

education(special education – cerebral palsy), Diploma in education (special education -multiple disability)],1 postgraduate diploma programme [Postgraduate Diploma In Early Intervention], 2 certificate programmes [certificate course in caregiving (rci), certificate course in community based inclusive development].

Approval from the concerned regulatory bodies always present from starting of any programme, which show its promises towards the quality of education. All the Masters level and Bachelor level program of Special Education are affiliated and recognized by Tamilnadu teacher education university and Rehabilitation council of India respectively. All other Masters level program and Bachelor level programs are Affiliate & Recognized by The Tamilnadu DR. MGR Medical University and Rehabilitation council of India, respectively except Bachelor of physical therapy & Bachelor of occupational therapy they are affiliated only by The Tamilnadu Dr. MGR Medical University because absence of any other national or state council for them. All other diploma and certificate programs are affiliated and recognized by NBER-NIEPMD and Rehabilitation council of India.

All the departments are well equipped with the state of the art laboratory facility for clinical service and research, all genre of books related to the respective field respectively. NIEPMD believe and provide its student to an environment that make knowledge effortless. Which giving broad-spectrum services like Prosthetics and Orthotics, Physical therapy, occupational therapy, clinical psychological counseling& therapy, special education to DIVYANGJAN with suitable TLM materials, vocational training, early intervention to the all type of multiple disable DIVYANGJAN as well as to the uniquely disable DIVYANGJAN. It also working on the making of esteem skillful professional on the respective field mention above. And the NIEPMD always assertive towards the clinical services, clinical education and towards clinical research on the field of disability prevention and assistance to DIVYNGJAN.

File Description	Document
Any additional information	View Document
Links for Year-wise list of beneficiaries under different schemes during the last 5 years	View Document
Links for List of schemes	View Document
Link for Additional Information	View Document

8.1.5

Provide details of continuous approval received by the Institution from the Regulatory Bodies, year-wise for continuing the courses offered by it, during the last 5 years within 500 words.

Response:

NIEPMD believe and provide its student to an environment that make knowledge effortless. All the programmes are approved by the respective regulatory authorities and affiliated to the respective

university. The details are given: All the Masters level, Bachelor level of Special Education are affiliate and recognized by Tamilnadu teacher education university and Rehabilitation council of India respectively for the time period of 5 years. Bachelor level programs like B.P.O & B.A.S.L.P are Affiliate & Recognized by THE Tamilnadu DR. MGR medical university and Rehabilitation council of India, respectively for the time period of 5 years except Bachelor of physical therapy & Bachelor of occupational therapy they are affiliate only by THE Tamilnadu DR. MGR medical university because absence of any other national or state council for them. All other diploma programme are affiliated and recognized by NBER-NIEPMD and Rehabilitation council of India respectively for the time period of 5 years. All certificate programs are affiliated and recognized by NBER-NIEPMD and Rehabilitation council of India respectively for the time period of 3 years

File Description	Document
Any additional information	View Document
Links for E-copies of approval letters from the Regulatory Bodies	View Document
Link for Additional Information	View Document

8.1.6

Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies

- 1. Diagnostic equipment**
- 2. Treatment equipment**
- 3. Clinical tests and tools**
- 4. Research equipment**

Response: A. All of the above

File Description	Document
List of Diagnostic, treatment, clinical tests and research equipment available in the College	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.7

Describe the opportunities provided to the students for hands-on training in Clinical and Community settings and for exposure to diagnostic and therapeutic equipment within 500 words.

Response:

Every department of the NIEPMD focusing on the different aspects of the rehabilitation for multiple disabilities and unique disabilities. The departments have different clinical training for their students. Department of Medical Sciences offers Bachelor degree in prosthetics and orthotics which focuses on application of prosthetics, orthotics and assistive devices. The BPO students learn assessment, evaluation and diagnosis of different physical impairments related to neuro muscular & locomotor disability. They learn to design different assistive devices that are helpful for clients with disabilities in their daily activities. The Department of Therapeutics provides opportunities for BPT and BOT students to learn assessment, evaluation and diagnosis of physical impairment leading to disabilities. They were exposed to design appropriate therapy plans for intervention of clients with disabilities. The therapy plans varies as per the client physical conditions and needs which are supervised by faculties. The Department of Clinical psychology offers M.Phil program (Post Graduate Professional Programme of two years duration) were the students are exposed with assessment tools and procedures for evaluation and diagnosis of intellectual disabilities. They get exposure to design appropriate therapies, implement intervention plans for behaviour therapy, psychotherapy and neuro cognitive therapy and provide necessary counselling for the clients and their family members. Special clinics were organised for psychiatry, neurology, dental, ENT in which students were getting additional exposure by assessing variety of clients with disabilities besides community awareness programs. The Department of Special Education offers D.ED/B.Ed/M.Ed in Special Education (Multiple Disability) programmes were the students are exposed to learn different types teaching strategies, grade level assessments, formative and summative evaluations, curriculum designing for children with multiple disabilities. They are also exposed through internship placements in Inclusive schools and Special schools. Special school for student with different types of disability with proper Teaching learning materials were children get chance to practice special education strategies. The Department of Speech, Hearing & Communication offers BASLP programme were the students are given clinical practice assessment and evaluation of audiology, speech and communication. The Students are getting opportunities to practice with laboratory equipment and use them during assessment, clinical intervention, hearing aid fittings, speech therapy and communication therapies to individual with disabilities. The students are learning indian sign language, augmentative and alternative communication methods, Trans disciplinary approaches, hearing aid trials, taking audiograms. The clinics are equipped with state- of –art scientific diagnostics and therapeutics equipment that helps all the level of students enrolled in different programmes. The infrastructure of the institute motivates and encourages the students to participate more and more in clinical training and learn about the subjects properly in a holistic manner. In addition to this, their skills are also developed for the preparation of teaching aids, clinical documentation of reports, preparation of intervention plans, home training programs and preparation of public education materials. Classes are conducted on a daily basis for student-clinicians to bridge the gap between theory and practical. This helps the department to maintain high standards of clinical competence which is focused and completed within a stipulated schedule.

Self Study Report of NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH MULTIPLE DISABILITIES (NIEPMD)

File Description	Document
Any additional information	View Document
Links for Details of student postings in Clinical and community settings	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

NIEPMD is an autonomous body functioning under the Central Government. NIEPMD is a National Institute working for the empowerment of Persons with Multiple Disabilities. Providing best services to Persons with Multiple Disabilities is the main objective of the Institute. Best Services is possible only with best professionals at all levels. Hence NIEPMD started Human resource Development one by one. Initially special education was given more concentration. Eventually the need for therapeutics have also been concentrated. Now NIEPMD runs courses from certificate to M. Phil level. All these courses are very much needed for the total rehabilitation of Persons with Disabilities. And the institute brings out the best professionals through its HRD programmes. The Students are given the best exposure and experience with the practical training directly with Persons with disabilities.

Concluding Remarks :

By fulfilling our vision mission, NIEPMD has been on the path to improve the quality of education since its inception by leveraging small and collective effort. The tireless team of faculties and supporting staff, under the guidance of The Director, work towards the best service and great success in providing the State of the Art Services to the beneficiaries. It is the team work that leads towards the success path. NIEPMD under the guidance of GC & EC strives to overcome its weakness and develop the best HRD for future generations.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 72 Answer after DVV Verification: 36</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 96 Answer after DVV Verification: 96</p> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 12 Answer after DVV Verification: 4</p> <p>Remark : DVV has made the changes as per shared supporting document by HEI .</p>
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings Answer before DVV Verification : 514 Answer after DVV Verification: 357</p> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>
2.2.1	<p>The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers</p> <p>The Institution:</p> <ol style="list-style-type: none"> 1. Follows measurable criteria to identify slow performers 2. Follows measurable criteria to identify advanced learners 3. Organizes special programmes for slow performers 4. Follows protocol to measure student achievement

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any three of the above

Remark : DVV has selected the B. Any three of the above as per shared supporting document by HEI.

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	4	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	2	0	0

Remark : DVV has made the changes as per shared data template document by HEI .

3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

3.1.1.1. Number of teachers recognized as PG/Ph.D research guides during the last 5 years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	9	9	8	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	9	6	4	6

Remark : DVV has made the changes as per shared data template document by HEI.

3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

3.1.2.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	2	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes as per the report shared by HEI.

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	3	2	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	1	5

Remark : DVV has made the changes as per shared data template document by HEI .

3.3.1 The Institution ensures implementation of its stated Code of Ethics for research.

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

1. There is an Institutional ethics committee which oversees the implementation of all research projects
2. All the projects including student project work are subjected to the Institutional ethics committee clearance
3. The Institution has plagiarism check software based on the Institutional policy
4. Norms and guidelines for research ethics and publication guidelines are followed

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has selected the D. Any 1 of the above as per shared supporting document by HEI

<p>3.4.1</p>	<p>Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.</p> <p>3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>30</td> <td>5</td> <td>14</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>22</td> <td>5</td> <td>7</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	11	30	5	14	1	2022-23	2021-22	2020-21	2019-20	2018-19	7	22	5	7	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	30	5	14	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	22	5	7	1																	
<p>3.5.1</p>	<p>Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years</p> <p>3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1178 1046 1312"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>86</td> <td>70</td> <td>25</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1391 1046 1525"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>64</td> <td>65</td> <td>19</td> <td>46</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	75	86	70	25	50	2022-23	2021-22	2020-21	2019-20	2018-19	55	64	65	19	46
2022-23	2021-22	2020-21	2019-20	2018-19																	
75	86	70	25	50																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
55	64	65	19	46																	
<p>3.5.2</p>	<p>Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years</p> <p>3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years</p> <p>Answer before DVV Verification : 14</p> <p>Answer after DVV Verification: 11</p> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>																				

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

4.2.3.1. Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
185	174	185	202	144

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
185	174	185	202	144

4.2.3.2. Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
185	174	185	202	144

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	28	26	36	12

Remark : DVV has made the changes as per shared data template document by HEI .

4.2.4 Availability of infrastructure for community based learning

Institution has:

1. Attached Satellite Primary Health Center/s
2. Attached Rural Health Center/s other than College teaching hospital available for training of students
3. Residential facility for students / trainees at the above peripheral health centers / hospitals
4. Mobile clinical service facilities to reach remote rural locations

Answer before DVV Verification : B. Any three of the above
 Answer After DVV Verification: D. Any one of the above

Remark : DVV has selected the D. Any one of the above as per shared supporting document by HEI.

5.1.2 Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any three of the above

Remark : DVV has selected the C. Any three of the above as per shared supporting document by HEI.

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any 2 of the above

Remark : DVV has selected the Any 2 of the above as per shared supporting document by HEI .

5.2.2 Average percentage of placement / self-employment in professional services of outgoing students during the last five years

5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75	110	93	40	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes as per the report shared by HEI.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional

(zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	16	1	5	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	8	1	3	1

Remark : DVV has made the changes as per shared data template document by HEI.

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	22	14	21	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	6	17	6

Remark : DVV has made the changes as per shared data template document excluding the duplicates .

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	8	6	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	4	6	12

Remark : DVV has made the changes as per shared data template document by HEI .

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

6.3.3.1. Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
350	300	250	140	105

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
121	75	25	64	23

Remark : DVV has made the changes as per shared data template document by HEI.

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

6.4.3.1. Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4366800	250000	3175000	5371992	1044840
0				7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43.66800	25.0000	31.75000	53.71992	10.44847

Remark : DVV has made the changes input in lakh .

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality

improvement in the last 5 years

6.5.2.1. Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	8	6	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes as per the report shared by HEI.

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)
2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements
3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.
4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C.Any two of the above

Remark : DVV has selected the C .Any two of the above as per shared supporting document by HEI .

7.1.5

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any Two of the above

Remark : DVV has selected the Any 2 of the above as per shared supporting document by HEI .

7.1.6	<p>Green campus initiatives of the Institution include</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above Remark : DVV has selected the C. Any three of the above as per shared supporting document by HEI .</p>
7.1.7	<p>The Institution has disabled-friendly, barrier-free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above Remark : DVV has selected the C. Any three of the above as per shared supporting document by HEI .</p>
7.1.9	<p>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.</p> <ol style="list-style-type: none"> 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any three of the above
 Remark : DVV has selected the B. Any three of the above as per shared supporting document by HEI .

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>69</td> <td>51</td> <td>59</td> <td>54</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>61</td> <td>51</td> <td>42</td> <td>42</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	70	69	51	59	54	2022-23	2021-22	2020-21	2019-20	2018-19	70	61	51	42	42
2022-23	2021-22	2020-21	2019-20	2018-19																	
70	69	51	59	54																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
70	61	51	42	42																	